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ABSTRACT

This report describes the nature and extent of crime and violence on school property. It presents information on how schools and communities can work together to prevent and address school violence. The report is divided into 4 chapters. Chapter 1 presents the nature and scope of school violence, whereas chapter 2 describes steps that communities can take to develop a comprehensive plan to reduce violence. This chapter also highlights what schools, students, and other stakeholders can do to create a safe learning environment for all students. Chapter 3 presents summary information on model programs that have demonstrated success or that seem promising in addressing the problems and issues related to school crime. The last chapter lists resources for more information about school safety and crime issues. The data in the report show a decline in school crime and a reduction in the percentage of students carrying weapons to school. At the same time, the evidence indicates a substantial amount of crime, including violent crime, against both students and teachers, and students are more fearful at school today than in the past. Schools are responding to these challenges by implementing zero-tolerance policies, by increasing school security, and by starting formal school-violence prevention or reduction programs. (RJM)

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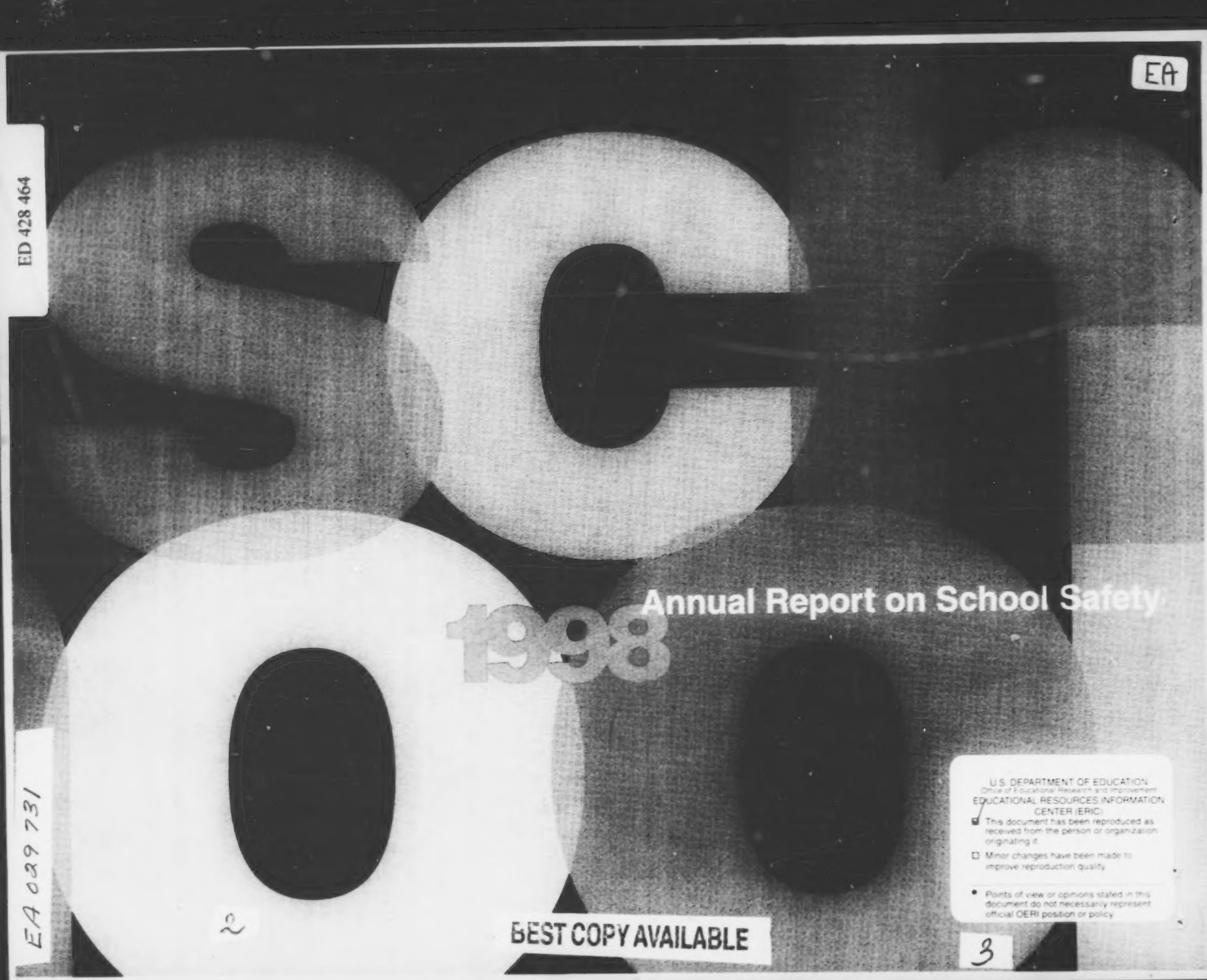

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Dear colleague

Following the tragic shooting at West Paducah High School in December 1997, President Clinton directed the U.S. Departments of Education and Justice to prepare, for the first time, an annual report on school safety. The first Annual Report on School Safety provides parents, schools, and the community with an overview of the nature and scope of school crime, and describes actions schools and communities can take to address this critical issue.

The recent tragedies experienced by the communities of Springfield, Oregon; Edinboro, Pennsylvania; Jonesboro, Arkansas; West Paducah, Kentucky; Pearl, Mississippi; and others have made an indelible mark on the minds and hearts of all Americans. Yet, it is important to remember that ninety percent of our schools are free of serious, violent crime. While our schools are among the safest places for students to be on a day-to-day basis, any school crime is too much.

School violence is a complicated societal problem. It is not, however, insurmountable. Many schools have created safe and sound environments, overcoming the influences of violence in their communities. Many schools have developed successful comprehensive school safety plans that incorporate effective, research-based programs and strategies; zero-tolerance policies for drugs and weapons; and community collaboration.

School safety must be a priority not only for schools, but for the entire community as well. In particular, it is imperative that we work toward three priorities:

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• Improving data collection and identifying data gaps at the Federal, State, and local level will help improve prevention activities and the allocation of scarce drug and violence prevention resources. Schools and communities cannot develop effective strategies without a thorough understanding of the nature and extent of youth drug use and violence.

• Community leaders and organizations must be involved in the development and implementation of school safety plans. Active participation from parents, teachers, students, law enforcement, elected officials and business leaders, to name just a few, is needed to help create and maintain schools in which students and educators alike feel safe and secure, and where they can confidently pursue the primary business of schools—education.

• No single program or strategy can effectively meet the needs of all students. Successful school safety plans will involve a variety of broad-based strategies, policies, and programs that focus on improving the overall quality of the school environment.

We hope that this report will encourage schools, families, and communities around the country to adopt these priorities and take action against crime and violence in their own schools and communities. This first Annual Report on School Safety is dedicated to all of the students and teachers who have lost their lives at school. We must never forget them.

Sincerely,

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Richard W. Riley
Secretary of Education

Janet Reno
Attorney General

Executive Summary

Most schools are safe. In fact, a child is more likely to be a victim of a violent crime in the community or at home than at school. In particular, homicides in school are extremely rare events. However, violence does occur in schools, endangering students and teachers and compromising the learning environment. We must not tolerate any school violence. This report provides a description of the nature and extent of crime and violence on school property and presents information on how schools and communities can work together to prevent and address school violence.

The data in this report show a decline in school crime and a reduction in the percentage of students carrying weapons to school. At the same time, the data indicate a substantial amount of crime, including violent crime, against both students and teachers. It is also very important to note that students are more fearful at school today than in the past. These conditions highlight the importance of accurately measuring incidents of school crime so that we can improve our school environments and make them safer places.

Schools are responding to the challenge posed by school crime in many ways. They are implementing zero-tolerance policies, increasing school security, and implementing formal school violence prevention or reduction programs. Many schools are working with communities to successfully reduce school crime and violence by adopting a strategy that takes into account the specific safety problems experienced by the school and then identifies appropriate interventions. This problem-solving approach requires the school and community to collaborate to develop and implement a comprehensive school safety plan.

Steps for developing and implementing a comprehensive school safety plan are described in this report: (1) establish school-community partnerships; (2) identify and measure the problem; (3) set measurable goals and objectives; (4) identify appropriate research-based programs and strategies; (5) implement the comprehensive plan; (6) evaluate the plan; and (7) revise the plan on the basis of the evaluation. The report also provides information on what schools, students, parents, business leaders, law enforcement and juvenile justice agencies, and elected officials and government agencies can do to contribute to the creation of safer schools.

Despite recent tragedies that received national attention, schools should not be singled out as especially dangerous places. Rather, schools should be the focus of community collaborations that create safe learning environments for all students.

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Introduction

The vast majority of America's schools are safe places. Two decades of comprehensive research support this conclusion. Yet, reports of gun-, gang-, and drug-induced violence sometimes create the impression that such violence is pervasive in our Nation's schools and instill fear in the minds of parents, students, and teachers. While this fear is understandable, it is not based on fact.

It is true that some schools do have serious crime and violence problems and that these problems both compromise the learning environment and endanger our children and educators. These problems urgently need to be identified, analyzed, and addressed. All children deserve to have a safe, orderly school environment in which to learn and grow.

The first Annual Report on School Safety presents a description of the nature and extent of crime and violence on school property. It shows what measures some schools have taken to prevent or address school violence and provides parents, students, and educators with information and resources to evaluate and enhance their own school's level of safety. The report is divided into four chapters: The Nature and Scope of School Violence, What Communities Can Do Through Collaboration, Model Programs, and Resources.

Chapter 1 presents the nature and scope of school violence in the United States. A national perspective on school crime and safety issues is presented by examining data on crimes against students, violent student deaths at school, crime at public schools as reported to police, crimes against teachers, gangs at school, weapons at school, the relationship between school crime and drug availability, student perceptions of school safety, and efforts by schools to increase school safety. More detailed presentations of these and other related national data can be found in Indicators of School Crime and Safety, 1998 by the National Center for Education Statistics and the Bureau of Justice Statistics (see References). State and local data on school crime and safety are also presented in the form of student risk behavior data (such as self-reported weapon carrying).

Chapter 2 describes steps that communities can take to develop a comprehensive plan to reduce school crime and violence. It also highlights what schools, students, parents, police and juvenile justice authorities, businesses, and elected officials and government agencies can do to create a safe learning environment for all students.

Chapter 3 presents summary information on model programs that have demonstrated success or are promising in addressing the problems and issues related to school crime. Communities can consider these programs in developing and implementing their comprehensive plans. The chapter is organized by the types of problems schools encounter: aggression/fighting, bullying, family issues, gangs, racial and other bias-related conflict, sexual harassment/sexual violence, substance abuse, truancy/dropout, vandalism, and weapons.

Chapter 4 lists resources for more information about school safety and crime issues. These resources include organizations, Web sites, listserves, videos, Federal resources, and publications.

Throughout the report, school profiles highlight several schools that are doing an exemplary job of creating and maintaining safe environments. The highlighted schools have developed and implemented comprehensive approaches for school safety that will be continued or enhanced in the future. These schools have put in place a combination of programs and strategies that include school security, schoolwide education in violence prevention, counseling, and specialized student services such as alternative educational approaches for high-risk students.

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The Nature and Scope of School Violence

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The recent school shootings have drawn heightened public attention to school crime and safety. Unfortunately, public perceptions of school safety are often fueled by media accounts that play up sensational events and fail to provide a real understanding of the accomplishments of schools or the problems they face. The heightened public attention does provide an opportunity to closely examine what is happening in schools today. As we learn more, we can use that knowledge to fashion rational policies and strategies to prevent school crime and increase school safety.

Federal, State and Local Data

Assessing the safety of our schools, on both national and local levels, is a complex undertaking. This report brings together, in one document, critical information gleaned from numerous surveys and reports. While we do not know as much about threats to school safety as we might like, this document is a starting point from which an initial assessment of school safety emerges. As more schools and jurisdictions collect data on school crime and safety issues, we will be able to eliminate information gaps. Readers should note that this report specifically addresses intentional injuries and crimes against students and teachers. School-related accidents and unintentional injuries, which far exceed the amount of school crime, were purposely excluded.

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The first section of this chapter presents national data on school crime and youth violence. Data on specific school policies and practices designed to increase school safety follow. The chapter concludes with selected data for individual States and localities.

Data used in this chapter are drawn from several different studies conducted by the Bureau of Justice Statistics, the Centers for Disease Control and Prevention, the National Center for Education Statistics, the National Center for Health Statistics, and the Survey Research Center of the University of Michigan. A complete list of the studies is included in the References section of this report.

All studies used nationally representative samples, except for the data source on school-associated violent deaths, which tracked all school-associated violent deaths in the country. Data sources for the different studies varied. Some surveyed different populations of students, another surveyed teachers and yet another surveyed schools. Definitions of crime, age groups analyzed and time periods can vary from indicator to indicator. The reader should also note that definitions can vary across studies. For example, "at school" and "away from school" may have different meanings, depending upon the study. The same is true for urbanicity ("urban," "rural," "suburban").

For a more complete understanding of the data in this report, see *Indicators of School Crime and Safety, 1998*, or the original studies, listed in the References section.

A NATIONAL PERSPECTIVE

This section provides a national picture of American schools and the amount of crime experienced by those who work and learn there. It attempts to answer those questions that are at the heart of the school safety issue. How much crime is occurring in our Nation's schools? Are schools more or less safe than in the past? Do students feel safe at school? What kinds of crimes are occurring? How likely is it that students or teachers will become the victims of school crime? What other conditions seem to be associated with an unsafe school environment?

The answers to these questions present a mixed story. We are given hope by data showing declining school crime and a reduction in the number of guns being carried to school. At the same time, there remains a substantial amount of crime, including violent crime, against both students and teachers in too many schools. It is also very important to note that students are more fearful at school today than in the past. These conditions highlight the importance of accurately measuring incidents of school crime so that we can improve our school environments and make them safer places.

Despite recent occurrences, schools should not be singled out as especially dangerous places in the community. Most school crime is theft, not serious violent crime.

While students were victims of about the same number of crimes in and out of school in 1996 (about three million at either location), the nature of crime outside of school is far more serious than in school.

- Students ages 12 through 18 were more likely to be victims of serious violent crime away from school than at school. In 1996, about 26 of every 1,000 students (ages 12 to 18) were victims of serious violent crimes away from school (a total of 671,000 serious violent crimes). In contrast, about 10 of every 1,000 students were victims of serious violent crimes at school or going to and from school (255,000 total) *(see figure 1)*.
- In 1996, there were 79 thefts for every 1,000 students (age 12 to 18) at school. Theft accounted for about 62 percent of all crime against students at school that year *(see figure 2)*.

Students in school today are not significantly more likely to be victimized than in previous years.

Since 1993, the overall school crime rate for students ages 12 to 18 declined, as did rates of crime outside of

Total Number of Students, Teachers, and Schools

	TOTAL	PUBLIC	PRIVATE
STUDENTS	51,500,000	45,700,000	5,800,000
TEACHERS	3,000,000	2,600,000	400,000
ELEMENTARY SCHOOLS	64,800	48,000	16,800
MIDDLE SCHOOLS[1]	14,000	14,000	–
HIGH SCHOOLS	17,800	15,300	2,500
OTHER SCHOOLS[2]	12,400	4,000	8,400
TOTAL SCHOOLS	109,000	81,300	27,700

1 Due to the small number of private middle schools, they are not counted as a separate category.
2 For private schools, these are combined schools that cross the elementary/secondary boundary.

Note: Number of students (public and private) are projected data from 1996-97.
Number of public schools are from 1996-1997, number of private schools are from 1995-96.

Source: Digest of Education Statistics, 1997 (December 1997, NCES-98015); Overview of Public Elementary and Secondary Schools and Districts, School Year 1996-1997 (October 1998, NCES 98-204)

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Fig. 1) Serious Violent Crime Against Students At and Away from School

Note: Serious violent crimes include murder, rape, or other type of sexual battery, suicide, physical attack or fight with a weapon, and robbery.

Source: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, 1992 to 1996.

Fig. 2) Thefts Against Students At and Away from School

Number of thefts against students ages 12 through 18 per 1,000 students: 1992 to 1996

Source: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, 1992 to 1996.

school for this group. The percentage of 12th graders reporting intentional injuries with a weapon has not changed significantly during the past 20 years.

- The overall school crime rate between 1993 and 1996 declined slightly, from about 164 school-related crimes for every 1,000 students ages 12 to 18 in 1993 to about 128 such crimes in 1996. Crime victimization outside of school declined from about 140 crimes for every 1,000 students in this age group in 1993 to 117 such crimes in 1996 *(see figure 3)*.
- In 1996, 5 percent of all 12th graders reported that they had been injured on purpose with a weapon such as a knife, gun, or club during the prior 12 months while they were at school, and 12 percent re-ported that they had been injured on purpose without a weapon. This number has not significantly changed during the past 20 years *(see figures 4 and 5 on next page)*.

Homicides in school are extremely rare events.

Serious violent crime constitutes a small percentage of the total amount of school crime, and homicide is extremely rare. While the number of multiple homicide events at school has increased, there exists a less than one in a million chance of suffering a school-associated violent death, but even that is too much.

- Fewer than 1 percent of the more than 7,000 children who were murdered in 1992 and 1993 combined were killed at school. In the 1992-93 and 1993-94 school years combined, 63 students ages 5 through 19 were murdered at school and 13 committed suicide at school. Nationwide, during roughly the same timeframe, a total of 7,357 children ages 5 to 19 were murdered and 4,366 committed suicide, both in and out of school.
- Preliminary data indicate that school-associated violent deaths have decreased in the past two years.
- The number of multiple-victim homicide events at schools has increased, from two in the 1992-93 school year to six in 1997-98. The number of victims in these events has also increased (from four in 1992-93 to 16 in 1997-98).

Any school crime is too much, and violence in schools is especially disturbing.

A small minority of public schools reported one or more serious violent crimes to the police during the 1996-97 school year. Of crimes report-ed to police in 1996-97, the most common types of

Fig. 3) Total Crimes Against Students At and Away from School

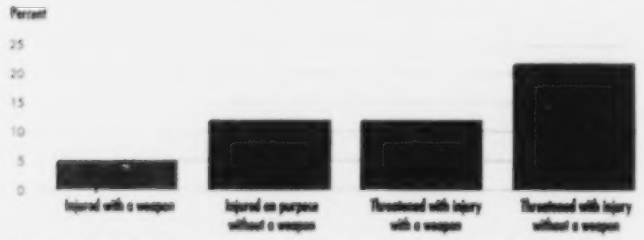
Number of total crimes[1] against students ages 12 through 18 per 1,000 students: 1992–1996

[1] Total crimes include thefts and violent crimes. Violent crimes include rape, sexual assault, robbery, aggravated assault, and simple assault.

Source: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, 1992 to 1996.

Fig. 4) Reported Injuries or Threats by Students

Percent of 12th grade students at public and private schools who reported being injured or threatened with injury at school during the past 12 months: 1996

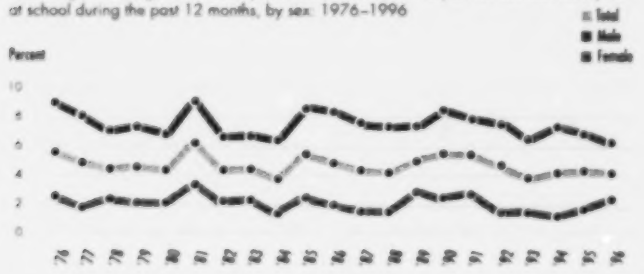


Note: Examples of weapons are knives, guns, and clubs. "At school" means inside or outside the school building or on a school bus.

Source: University of Michigan, Survey Research Center, Institute for Social Research, Monitoring the Future, 1996.

Fig. 5) Injuries at School, With a Weapon

Percentage of 12th graders who reported that someone had injured them with a weapon at school during the past 12 months, by sex: 1976–1996



Note: Examples of weapons are knives, guns, and clubs. "At school" means inside or outside the school building or on a school bus.

Source: University of Michigan, Survey Research Center, Institute for Social Research, Monitoring the Future Study, 1976 to 1996.

middle and high school crimes were physical attacks and fights without weapons.

- Of crimes reported to police, during the 1996-97 school year, 10 percent of all public schools reported one or more serious violent crimes to the police or other law enforcement representatives. Another 47 percent of public schools reported at least one less serious or nonviolent crime to police (but did not report any serious violent crime). The remaining 43 percent of public schools did not report any of these crimes to the police *(see figure 6)*.

Students are more vulnerable to crime at certain ages and in certain school environments.

Students in upper grades are more vulnerable to crime, and crime of a more serious nature, than students in lower grades. In addition, students in larger schools experience higher rates of crime at school than students in smaller schools.

- During the 1996-97 school year, about 21 percent of all public high schools and 19 percent of all public middle schools reported at least one serious violent crime to the police or other law enforcement representatives. Four percent of all public elementary schools did the same *(see figure 7)*.
- One-third of schools with enrollments of 1,000 or more students reported at least one serious violent crime, compared with less than one-tenth of schools with fewer than 1,000 students.
- Schools in cities were at least twice as likely to report serious violent crime as those in towns and in rural locations, although city schools were not significantly different from urban fringe schools. Seventeen percent of city schools and eleven percent of schools in urban fringe areas reported at least one serious violent crime, while 8 percent of rural schools and 5 percent of schools in towns reported any serious violent crime.

Teachers' concerns about their own safety are not without foundation.

As with students, most crime at school against teachers is theft. Teachers in urban schools and high schools are more vulnerable to crime at school than are rural or elementary school teachers. Although most teachers are female, male teachers had a considerably higher likelihood of being victims of crime.

- On average each year, from 1992 to 1996, as reported by teachers from both public and private schools, there were 123,800 violent crimes against teachers at school and 192,400 thefts from teachers at school. This translates into a rate of 30 violent crimes for every 1,000 teachers and a rate of 46 thefts for every 1,000 teachers.
- On average each year, from 1992 to 1996, about four out of every 1,000 elementary, middle, and high school teachers were the victims of serious violent crime at school *(see figure 8)*.
- Teachers in urban schools (39 for every 1,000) were more likely to be victims of violent crime than were teachers in suburban and rural schools (20 for every 1,000 teachers in suburban schools and 22 for every 1,000 teachers in rural schools) *(see figure 9)*.

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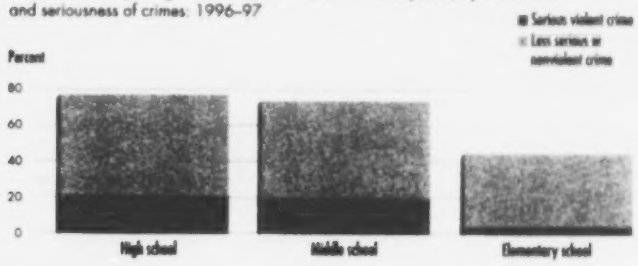
Fig. 6) Schools Reporting Crime to Police

Percentage of public schools indicating the seriousness of reported crimes occuring at the school: 1996–1997

Source: US Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Fig. 7) Schools Reporting Crime to Police by Instructional Level

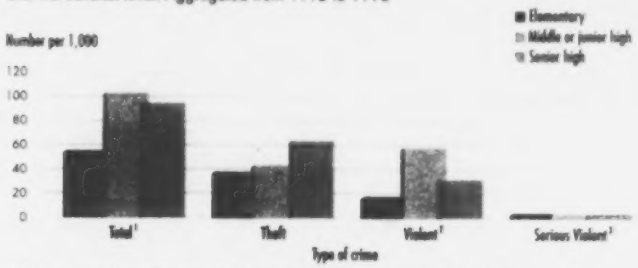
Public schools reporting one or more criminal incidents to police, by school level and seriousness of crimes: 1996–97



Source: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Fig. 8) Nonfatal Crimes Against Teachers at School by Instructional Level

Number of nonfatal crimes against teachers at school per 1,000 teachers, by type of crime and instructional level: Aggregated from 1992 to 1996

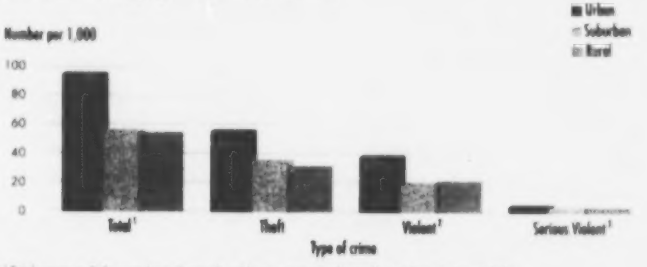


[1] Total crimes include rape/sexual assault, robbery, aggravated assault, simple assault and theft.
[2] Violent crimes include rape/sexual assault, robbery, aggravated assault, and simple assault.
[3] Serious violent crimes include rape/sexual assault, robbery, and aggravated assault which are included in violent crime.

Source: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, 1992 to 1996.

Fig. 9) Nonfatal Crimes Against Teachers at School by Urbanicity

Number of nonfatal crimes against teachers at school per 1,000 teachers, by type of crime and urbanicity: Aggregated from 1992 to 1996



[1] Total crimes include rape/sexual assault, robbery, aggravated assault, simple assault and theft.
[2] Violent crimes include rape/sexual assault, robbery, aggravated assault, and simple assault.
[3] Serious violent crimes include rape/sexual assault, robbery, and aggravated assault which are included in violent crime.

Source: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, 1992 to 1996.

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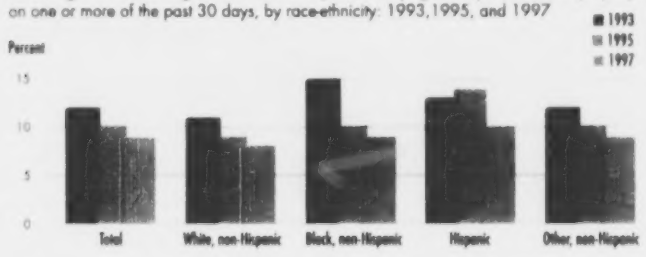
Fig. 10) Carrying a Weapon, Grades 9–12

Percentage of students in grades 9–12 who reported carrying a weapon on school property on one or more of the past 30 days, by race-ethnicity: 1993,1995, and 1997

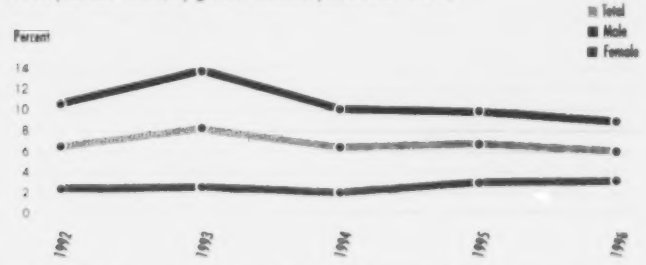


Note: Examples of weapons are knives, guns, and clubs. "On school property" was not defined for the questionnaire respondent.

Source: Centers for Disease Control and Prevention, Youth Risk Behavior Surveillance System.

Fig. 11) 12th Graders Carrying a Weapon to School

Percentage of 12th graders who reported carrying a weapon to school at least one day in the past four weeks, by gender: Selected years 1992 to1996

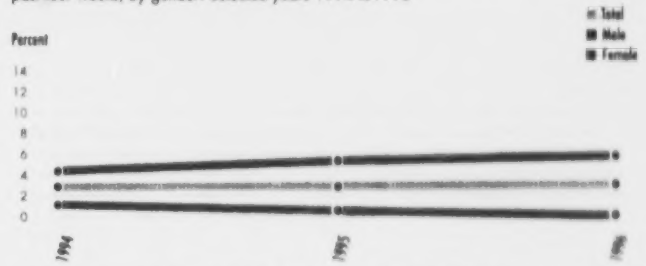


Note: Examples of weapons are knives, guns, and clubs. "To school" was not defined for the questionnaire respondent.

Source: University of Michigan, Survey Research Center, Institute for Social Research, Monitoring the Future Study, 1992 to 1996.

Fig. 12) 12th Graders Carrying a Gun to School

Percentage of 12th graders who reported carrying a gun to school at least one day in the past four weeks, by gender: Selected years 1994 to1996

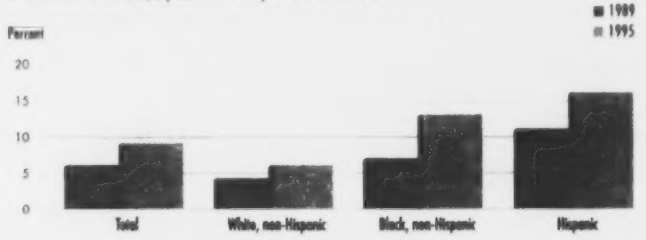


Note: Examples of weapons are knives, guns, and clubs. "To school" was not defined for the questionnaire respondent.

Source: University of Michigan, Survey Research Center, Institute for Social Research, Monitoring the Future Study, 1994 to 1996.

Fig. 13) Fear of Attack or Harm at School

Percentage of students ages 12 through 19 who reported fearing being attacked or harmed at school, by race-ethnicity:1989 and 1995



Note: Includes students who reported that they sometimes or most of the time feared being victimized in this way. "At school" means in the school building, on the school grounds, or on a school bus.

Source: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, 1989 and 1995.

A smaller percentage of students are bringing weapons to school.

The presence of deadly weapons at school creates an intimidating and threatening atmosphere, making both teaching and learning difficult. Contrary to public perception, the percentages of students who report carrying a weapon or a gun to school has declined in recent years.

- Between 1993 and 1997, there was an overall decline in the percentage of students in grades 9 to 12 who reported carrying a weapon to school at least 1 day in the prior 30 days *(see figure 10)*.
- The percentage of high school seniors who reported carrying a weapon to school on at least 1 day within the previous four weeks declined from 8 percent in 1993 to 6 percent in 1996. The percentage of male students carrying weapons to school fell from 14 percent in 1993 to 9 percent in 1996, but there was little change for female students (on average, about 2 percent of female students took weapons to school during this time period) *(see figure 11)*.

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Fig. 14) Avoidance of Places at School

Percentage of students ages 12 through 19 who reported that they avoided one or more places in school, by race-ethnicity: 1989 and 1995

Note: Places include the entrance into the school, any hallways or stairs in the school, parts of the school cafeteria, any school restrooms, and other places inside the school building.

Source: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, 1989 and 1995.

- About 3 percent of high school seniors reported carrying a gun to school at least 1 day during the previous 4-week period. This percentage remained fairly stable from 1994 to 1996 *(see figure 12)*.

There are consequences for students who carry firearms to school.

- For the 1996-97 school year, States and territories reported that they had expelled an estimated 6,093 students for bringing a firearm to school.

While the school crime rate is decreasing, students feel less safe at school.

Crimes involving students and teachers, no matter how infrequent, contribute to a climate of fear that erodes the quality of any school. Although student victimization rates have remained relatively stable over the past few years, more students feel unsafe while they are at school or traveling to and from school.

- In 1989, 6 percent of students ages 12 through 19 feared they were going to be attacked or harmed at school. In 1995, the figure was 9 percent. Looking at the same two time points, the percentage of students fearing they would be attacked while traveling to and from school rose from 4 to 7 percent *(see figure 13)*.

- Between 1989 and 1995, the percentage of students ages 12 through 19 who avoided one or more places at school for fear of their own safety increased from 5 to 9 percent *(see figure 14)*.

Some conditions make students more vulnerable to school crime.

The presence of street gangs and drugs is related to increased school crime and victimization of students. Gang activity at school has increased sharply. Violent victimization of students often co-exists with reported availability of drugs in school.

- Between 1989 and 1995, the percentage of students who reported that street gangs were present at their schools increased from 15 to 28 percent.

- In 1995, urban students were more likely to report that there were street gangs at their schools (41 percent) than were suburban students (26 percent) or rural students (20 percent). Between 1989 and 1995, reports of gang presence increased across all three residence categories *(see figure 15)*.

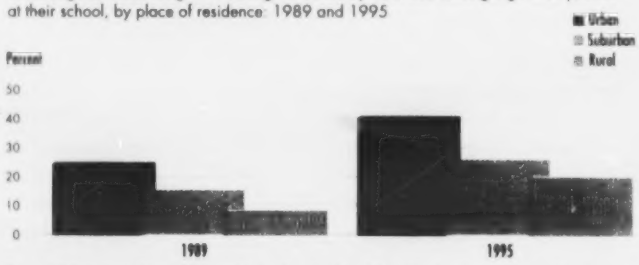
- In 1995, students who reported that they had been the victim of a violent crime at school were more likely to report that drugs were available at school than students who reported that they had not been violently victimized at school (73 percent compared with 65 percent).

PUBLIC SCHOOL POLICIES AND PRACTICES RELATED TO SCHOOL SAFETY

Schools respond to the challenge posed by school crime in many ways. They are implementing zero-tolerance policies, increasing school security, and implementing formal school violence prevention or reduction programs.

Fig. 15) Street Gangs at School

Percentage of students ages 12 through 19 who reported that street gangs were present at their school, by place of residence: 1989 and 1995



Source: US Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, 1989 and 1995.

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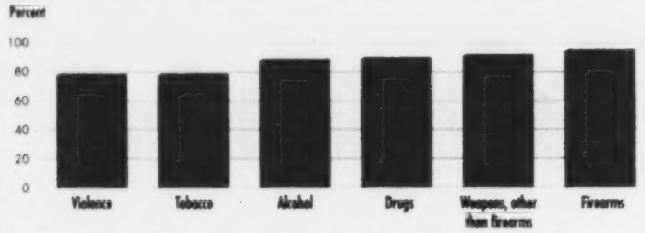
Fig. 16) Zero-Tolerance Policies

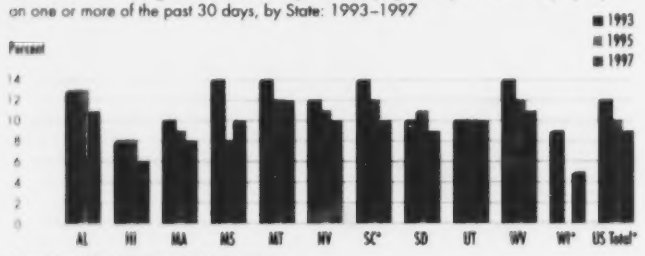
Percent of public schools that have zero-tolerance policies for student offenses: 1996–1997



Source: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63,1997.

Fig. 17) Carrying a Weapon on School Property, by State

Percent of students in grades 9–12 who reported carrying a weapon on school property on one or more of the past 30 days, by State: 1993–1997

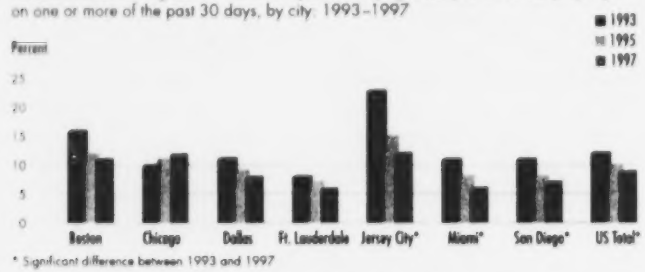


* Significant difference between 1993 and 1997

Source: Centers for Disease Control and Prevention, Youth Risk Behavior Surveillance System

Fig. 18) Carrying a Weapon on School Property, by City

Percent of students in grades 9–12 who reported carrying a weapon on school property on one or more of the past 30 days, by city: 1993–1997



* Significant difference between 1993 and 1997

Source: Centers for Disease Control and Prevention, Youth Risk Behavior Surveillance System

Whatever the approach, it is important to recognize that acting in isolation will not bring about meaningful change in school safety. Instead, research indicates that school safety is best enhanced by schoolwide policies and practices that systemically address needs of students, school personnel, the community, and the physical plant of the school. Examples of successful schoolwide efforts to enhance school safety and successful programs are found in chapter 3 and the descriptions of model schools interspersed throughout the report.

In 1996-97, most public schools reported having zero-tolerance policies toward serious student offenses. A "zero-tolerance policy" was defined as a school or district policy that mandates predetermined consequences or punishments for specific offenses.

- At least nine out of 10 schools reported zero-tolerance policies for firearms (94 percent) and weapons other than firearms (91 percent).
- Eighty-seven and 88 percent of schools have policies of zero-tolerance for alcohol and drugs, respectively. Seventy-nine percent of schools also had zero-tolerance policies for violence and for tobacco *(see figure 16)*.

In 1996-97, public schools reported that they used a number of measures to increase security:

- Ninety-six percent required visitors to sign in before entering the school building.
- Eighty percent had a closed campus policy that prohibited most students from leaving the campus for lunch.
- Fifty-three percent controlled access to their school buildings.
- Twenty-four percent controlled access to their school grounds.
- Nineteen percent conducted drug sweeps.
- Four percent of schools performed random metal detector checks on students.
- One percent of public schools used metal detectors daily.

In addition to the security measures described above, schools reported using other types of approaches:

- Six percent of public schools had police or other law enforcement representatives stationed 30 hours a week or more at the school in a typical week during the 1996-97 school year.
- One percent of schools stationed police or other law enforcement personnel from 10 to 29 hours per week, and three percent had them stationed from one to nine hours a week.
- Twelve percent did not have police or other law enforcement representatives stationed during a typical week.
- Seventy-eight percent did not have any such persons stationed during the past year.
- A majority of public schools (78 percent) had some type of formal school violence prevention or reduction programs in 1996-97.
- Four percent of all public elementary schools required students to wear uniforms during the 1996-97 school year.

A STATE AND LOCAL PERSPECTIVE

While national data contribute significantly to our understanding of school safety, they may not be the most useful source of information for States, districts, or schools in assessing the frequency and scope of school-related crime, identifying their specific school safety needs, and developing strategies to address those needs. Data collected at the State and local levels are more useful in identifying problems and monitoring the progress of interventions. Most State and local data related to school safety fall into two categories: student risk behavior data (such as self-reported weapon carrying) and incident data (such as violations of school policies).

Data on Student Risk Behaviors

Many children and adolescents behave in ways that put them at risk for intentional injury. Reducing these risk behaviors is a critical step in preventing injury and promoting school safety. To monitor student risk behaviors, many States, territories, and cities conduct the Youth Risk Behavior Survey (YRBS), developed by the Centers for Disease Control and Prevention (CDC). The YRBS, which includes questions about weapon carrying, physical fighting, and victimization on school property, is administered to students in grades 9-12. States that conduct the YRBS benefit from having information about their students' health risk behaviors to use in planning and monitoring programs.

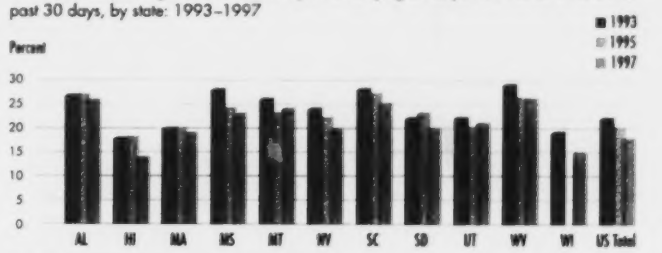
YRBS data are collected every two years. In 1997, 12 States did not conduct the survey. CDC provides technical assistance to States interested in conducting the YRBS. States that want assistance should contact CDC's Division of Adolescent and School Health at 770-488-3259. More information about the YRBS may be found at www.cdcgov/nccdphp/dash.

Eleven States and seven cities have data that can be used to compare 1993 and 1997 results to determine whether student behaviors changed. Between 1993 and 1997, several States and cities experienced significant decreases in student risk behaviors. These changes are similar to the national trend. National data are presented for comparison. The national data are collected independently and are not a compilation of State and city data.

- In two of the 11 States, the percentage of students who carried a weapon on school property on at least one of the 30 days preceding the survey decreased significantly from 1993 to 1997. In the other nine States, there were no significant changes *(see figure 17)*.
- In three of the seven cities, the percentage of students who carried a weapon on school property on at least one of the 30 days preceding the survey decreased significantly from 1993 to 1997. In the other four cities, there were no significant changes *(see figure 18)*.
- The percentage of students who carried a weapon in any location on at least one of the 30 days preceding the survey decreased significantly in two cities, but there were no significant changes within any of the States or in the other five cities *(see figures 19 and 20)*.

Fig. 19) Carrying a Weapon, by State

Percent of students in grades 9–12 who reported carrying a weapon on one or more of the past 30 days, by state: 1993–1997

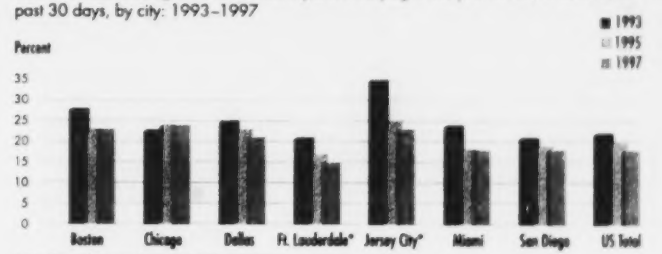


Note: No significant differences between 1993 and 1997

Source: Centers for Disease Control and Prevention, Youth Risk Behavior Surveillance System

Fig. 20) Carrying a Weapon, by City

Percent of students in grades 9–12 who reported carrying a weapon on one or more of the past 30 days, by city: 1993–1997



* Significant difference between 1993 and 1997

Source: Centers for Disease Control and Prevention, Youth Risk Behavior Surveillance System

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- The percentage of students who were threatened or injured with a weapon on school property within the 12 months preceding the survey did not change significantly within any of the States or cities *(see figures 21 and 22)*.

Improving Data Collection on School Crime Incidents

Monitoring the number of violent and/or criminal incidents helps States and local organizations understand their school safety needs. Uniform data collection is critical for monitoring problems across locations and determining where the greatest need for resources exists. Some States do not collect incident-based data. For this reason, significant gaps exist in the information about school crime rates and trends.

Currently, about half of all State education agencies (24 States) collect some type of crime and violence data from all local education agencies. Information on major disciplinary actions and criminal/prohibited incidents is most commonly collected. Only five States require local education agencies to report on both types of occurrences. States whose efforts are of particularly high quality are Delaware, Florida, and South Carolina. These States have implemented data collection systems that include:

- A comprehensive list of incidents.
- Clear definitions of incidents.
- Data used by multiple levels of the education system (state, district, and school).
- Accurate tracking of data.
- Staff training on data entry and use.

Several activities are under way at the State and local levels to address the need for collecting uniform data on violent and/or criminal incidents in schools and to improve data collection and reporting.

A major effort by the U.S. Department of Justice to improve national crime data, the redesign of the Uniform Crime Reporting (UCR) program, will have a major impact on the quality of school crime statistics. The redesigned program, called the National Incident-Based Reporting System (NIBRS), collects data on criminal incidents reported to police and arrests within 22 crime categories and includes information about victims, offenders, and types of incidents, plus information about the location where each incident occurs. One location that can be reported is a "school/college."

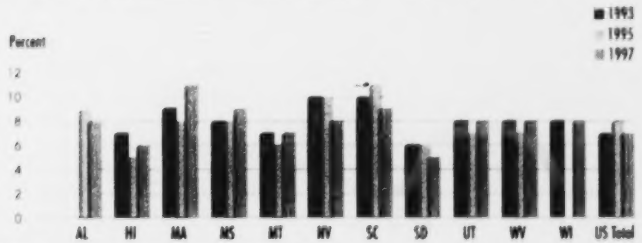
NIBRS has been implemented in about 2,100 jurisdictions in 13 States (Colorado, Idaho, Massachusetts, Michigan, Nebraska, North Dakota, South Carolina, Tennessee, Texas, Utah, Vermont, Virginia, and Wisconsin).

The U.S. Department of Education has also launched a major initiative to improve data collection and reporting. In 1995, the National Forum on Education Statistics established a Crime, Violence, and Discipline Task Force. This Task Force developed a model process that State and local education agencies can voluntarily use to improve their system for collecting data on crime in schools, *Recommendations of the Crime, Violence, and Discipline Reporting Task Force, NCES 97 581*. The Forum is currently updating the model. The most current model can be found at www.ed.gov/NCES and includes recommendations for:

- What incidents should be included in a reporting system.
- How to define incidents.
- How to classify incidents that occur on school buses and at school-sponsored events.
- How to define and classify the people involved in an incident.
- How to monitor special situations such as gang-related incidents, alcohol and drug incidents, and hate crimes.

Fig. 21) Threats/Injuries with a Weapon on School Property, by State

Percent of students in grades 9–12 who reported being threatened or injured with a weapon on school property one or more times during the past 12 months, by state: 1993–1997



Note: No significant differences between 1993 and 1997

Source: Centers for Disease Control and Prevention, Youth Risk Behavior Surveillance System

Fig. 22) Threats/Injuries with a Weapon on School Property, by City

Percent of students in grades 9–12 who reported being threatened or injured with a weapon on school property one or more times during the past 12 months, by city: 1993–1997

Note: No significant differences between 1993 and 1997

Source: Centers for Disease Control and Prevention, Youth Risk Behavior Surveillance System

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A student participating in the ***HOSTS*** *Structured Mentoring Program receives the extra support she needs to learn to read.*

Chapter 2 Working Together: What Communities Can

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For the majority of American children, schools offer safe environments. All too frequently, however, community violence spills over into the schools. The result is a compromised learning environment that endangers students and teachers. Many communities are successfully reducing school crime and violence by adopting a strategy that takes into account the specific safety problem experienced by the school and then identifies an appropriate intervention. This problem-solving approach requires that stakeholders in the community collaborate to develop and implement a comprehensive school safety plan. This plan reflects the needs of the community and employs the best programs and strategies to meet those needs. Schools, parents, business leaders, law enforcement and juvenile justice agencies, community organizations, students, elected officials, and government agencies play an important part in preparing a comprehensive plan.

Do Through Collaboration

This chapter presents steps for developing and implementing a comprehensive school safety plan: (1) establish school-community partnerships; (2) identify and measure the problem; (3) set measurable goals and objectives; (4) identify appropriate research-based programs and strategies; (5) implement the comprehensive plan; (6) evaluate the plan; and (7) revise the plan on the basis of the evaluation.

This chapter also describes what schools, students, parents, police and juvenile justice authorities, businesses, and elected officials and government agencies can do to ensure the plan's success. Preparing a comprehensive school safety plan is a complex process that does not end with development and implementation. It requires the stakeholders to continue to work together, overcome barriers, monitor their progress, and evaluate the effectiveness of their strategy. These efforts can achieve improvements to the plan that will promote success.

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These recommendations are derived from reports provided by school staff and their program evaluators, other guides that summarize violence prevention experiences, and nationwide survey data. Reports from schools have been compared to identify actions that have been effective in diverse settings and can be taken by schools across the Nation. Several prevention and intervention guides were examined, and two were particularly useful: *Early Warning, Timely Response: A Guide to Safe Schools* by the U.S. Department of Education and the U.S. Department of Justice (1998); and *Creating Safe and Drug-Free Schools: An Action Guide* by the U.S. Department of Justice's Office of Juvenile Justice and Delinquency Prevention and the U.S. Department of Education's Office of Elementary and Secondary Education (1996). The recommendations have also been influenced by conversations with teachers, parents, students, and other community members. Risk and protective factors that can be addressed through prevention were derived from the National Longitudinal Study of Adolescent Health, the Monitoring the Future Study, the Youth Risk Behavior Surveillance Survey, and the School Crime Supplement to the National Crime Victimization Survey.

WHAT COMMUNITIES CAN DO

1. Establish school-community partnerships.

Schools function within the broader community. Participation from families, faith communities, businesses, health and social service agencies, police, juvenile justice authorities, and civic organizations is necessary to successfully intervene and prevent school violence. Individually and collectively, community organizations have a great deal to contribute. They can share information with schools on:

- Youth crime.
- Systems for measuring the levels of violence.
- Sources of funding.
- Volunteers.
- Learning opportunities and materials.
- Services and programs for youth.

Harnessing these resources and creating a successful partnership to reduce school violence require strong leadership from school officials. A workable school-community partnership invites multiple perspectives and allows for the sharing of responsibilities and accomplishments.

EXAMPLE

Collaborators on School Crime Prevention

District superintendents, school board members, principals, teachers, counselors, coaches, school nurses, security officers, students, peers, community residents, siblings, parents, police, probation officers, judges, mayors, city council members and other elected officials, volunteers, leaders from Parent-Teacher Associations, community/professional agencies and societies, local nonprofit groups, religious groups, State and Federal agencies, businesses, teachers' unions, colleges and universities, health and social service agencies, media, sports/recreation/ parks, city council members, Boys & Girls Clubs, youth-serving organizations, and Chambers of Commerce.

2. Identify and measure the problem.

School administrators and personnel, students, parents, and community leaders have different perceptions of school crime. These different perceptions make it difficult to agree on the primary school crime and safety issues that need to be addressed. Because perceptions of problems are not always accurate, it is important to know which problems are real and to act on them. In developing a comprehensive school safety plan, communities and schools should seek consensus on the primary issues. This occurs when people become more informed by examining information from several sources and sharing it widely. The box below provides a list of data sources for assessing the nature and extent of school crime and identifying the problems. Local universities are an excellent resource for assistance with data collection.

Once the effort to collect data gets underway, it is important to establish a more systematic means of tracking multiple infractions by individual students, identifying problem areas, and examining trends over time. One data collection technique is to conduct anonymous student surveys to assess infrequent or underreported incidents and to measure attitudes and beliefs about crime. Another technique employs focus groups and interviews with students and staff.

EXAMPLE

Sources of Data for Assessing School Crime

Schools are part of an interagency team that collects data to measure problems. Data are collected on:

- School incidents (fighting, weapon-carrying, threatening, sex or race bias crimes, robbery, extortion, assault, vandalism, drug possession, use, or sales).
- Juvenile arrests (murder, man-slaughter, forcible rape, other sex offenses, robbery, assault, burglary, larceny-theft, motor vehicle theft, terrorism threats, drug abuse violations, vandalism, arson, weapons charges).
- Juvenile court case dispositions (arrested, detained, came to trial, sentenced).
- Social services data (abuse/ neglect, domestic violence).
- School injury and hospital data (emergency room admissions, gunshot and stab wounds, drug-related conditions, sexual injuries, bruises, cuts, abrasions).
- Mental health services data (incidents resulting in treatment for Post-Traumatic Stress Disorder, substance abuse, or other conditions).
- Student/parent/staff/police surveys, interviews, focus groups, and observations.

When working with high school students, the SEAR program fosters discussion on the consequences of youth gun violence.

3. Set measurable goals and objectives.

Goals describe broad purposes of anticipated measurable accomplishments. ***Objectives*** are the sequential, measurable steps needed to achieve each goal. Setting an unrealistic goal, such as eliminating school crime, makes it difficult to attain, increases the likelihood of failure, and invites criticism. A goal is more useful when it is reasonably specific and is supported by a fairly short list of objectives. Goals and objectives are based on accurate data and the identification of school-specific problems. Realistic and attainable goals lead to greater commitment and, ultimately, long-term success. Partners find that goals are more readily achieved when specific, manageable tasks are assigned to small groups of dedicated individuals.

Objectives describe "who will do how much of what by when." Often the objectives are written in sequential order, but multiple objectives are generally addressed in overlapping periods of time. Measurable objectives convey the advantage of knowing when, or whether, they have been achieved. They do not need to be so specific that every minor action is included. Stating the primary objectives is sufficient to allow accountability and to monitor progress. Goals and objectives need to be altered over time as experience and wisdom are gained. Communicating the goals to all participants throughout the intervention is very important, particularly if experience dictates that they change.

E X A M P L E

Goals and Objectives for Reducing School Crime

GOAL: DECREASE PHYSICAL FIGHTING ON SCHOOL GROUNDS

Objective 1: Professionals from the community will train 90 parents in nonviolent problem-solving and social skills by April 24.

Objective 2: The security officers will teach all school staff proper techniques for intervening in physical fights by November 1.

Objective 3: A subgroup will be established to study and report to the principal by February 2 on how well the school policy on fighting is being communicated and how consistently it is enforced.

Objective 4: The vice principal will notify parents of all students involved in physical fights as participants or as instigators as soon as possible after the fight. All those involved will be provided an information sheet concerning access to due process within the school and courts.

Objective 5: The school will be divided into physically and administratively separate units of no more than 300 students each by June 15.

GOAL: ESTABLISH A CRISIS RESPONSE TEAM

Objective 1: A subgroup will research the key components of a crisis plan and identify school leaders, elected officials, and community members to serve on the crisis response team by November 15.

Objective 2: Professional security experts will train members of the team to respond to crises (such as violent incidents, suicides, and natural disasters) as a well-organized unit by January 15.

Objective 3: The principal will inform school staff, parents, police, hospitals, elected officials, and other community members about the crisis response team by January 15.

Objective 4: A system for communication among staff in the school and among the crisis team and police, hospitals, mental health professionals, parents, district officials, and elected officials will be established by February 1.

Objective 5: A plan for rapid, orderly dismissal and evacuation of the school and transfer of students to parental supervision will be established by February 15.

Project ALERT students work in groups to come up with reasons not to use cigarettes and marijuana.

4. *Identify appropriate research-based programs and strategies.*

Although some programs and strategies are more effective than others, no single program or strategy is effective in meeting the needs of all students. The best approach calls for a mix of programs and strategies based on the goals, objectives, needs, and resources identified in the comprehensive plan. The plan should offer some programs and strategies to the entire student body and direct others toward at-risk students. Success is enhanced by keeping track of students from year to year, offering "booster" sessions at appropriate intervals, and using relapse prevention techniques.

When selecting programs and strategies, consider these features:

- Evidence of past effectiveness.
- The match between the program or strategy and the comprehensive safety plan's goals and objectives.
- The reading level of educational materials included in the program(s).
- The appropriateness of cultural images used by the program.

Chapter 3 describes examples of model programs that have proven effective or appear promising. Several programs and strategies can be implemented either simultaneously or sequentially. It makes sense to balance environmental and administrative strategies with educational and skills-training programs. In choosing this approach, it is important to plan to assess its effectiveness because the combination of programs and strategies being implemented is new and untested.

5. *Implement the comprehensive plan.*

Communities also differ in the way they implement their comprehensive plans. However, certain basic steps need to be followed by all communities.

Phase I: Gearing Up

- Obtain district approvals.
- Seek community support through a public awareness campaign.
- Train staff.
- Select students for participation in programs.
- Seek parental approval for student participation in programs.

School district officials may have to approve the selection of programs as well as any evaluation instruments. A broad campaign in the local community is appropriate for some program interventions, raising awareness of the school violence problem, introducing the intervention, explaining the process, and inviting expertise, volunteers, and donations. Staff development enhances the consistency and quality of program

delivery and builds enthusiasm for the program. In some interventions, student selection is based on criteria such as risk factors or needs. Parents may need to give consent for their children to participate. These elements are usually in place before students become involved in the intervention.

Phase II: Implementation

Continuous monitoring and assessment are critical steps in implementing the plan. Ask these questions:

- Have procedures been developed for monitoring the implementation of the plan?
- Is there consistency between the plan and actual events?
- Do budgeted costs match actual costs?
- What is the initial response of students, staff, and parents to the plan?
- Are there unforeseen barriers to implementation?
- What are the unintended negative consequences of selected programs and strategies?
- What changes in the nature of the problem have evolved over time?
- What adjustments need to be made to the plan?

Because careful replication of selected programs and strategies improves success, the quality of implementation needs to be monitored. Communities should anticipate problems (barriers, consequences, changes, and need for adjustments) and view them as opportunities for collaborative resolution. The time and attention given to each phase of implementation, the amount of training provided to staff, the consistency of support and delivery, and attention to individual student needs and progress are just a few of the quality issues to consider.

6. Evaluate the plan.

Evaluation is a critical component of the comprehensive school safety plan. It serves several purposes:

- To increase the effectiveness of management and administration of the plan.
- To document that objectives have been met.
- To determine the overall effectiveness of the plan, its programs, and strategies.

Conducting an evaluation or a series of evaluations helps to ensure accountability,

San Diego Unified School District
San Diego, CA

School Safety Focus:

Comprehensive strategy composed of more than 15 programs and strategies ranging from Healthy Start to school police forces.

Partnerships with agencies such as the County and City of San Diego, YMCA, and Social Advocates for Youth to provide services and after school programs.

Demographic Information:

Elementary, Middle, and High schools

133,687 students, 35.7% Hispanic, 28.3% White, 16.9% African American, 8.1% Philippino, 11% other

Urban

Contact Information:

Alan D. Bersin, Superintendent
San Diego Unified School District
4100 Normal Street
San Diego, CA 92103
619-293-8150
Web site: www.sandi.net

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Six Reconnecting Youth (RY) members from Bellevue (WA) High School solve a problem during a rope challenge course, a regular part of the RY program which fosters group building and enhances trust.

determines whether the plan is making a difference, and provides important feedback for improving the plan and its programs and strategies.

There are three kinds of evaluation: process, outcome, and impact. A process evaluation describes and assesses the quality of implementation activities. An outcome evaluation studies the immediate or direct effects of an intervention. An impact evaluation looks beyond the immediate results of policies, instruction, or services to identify longer-term as well as unintended effects. It also examines what happens when several programs and strategies operate in unison. Ideally, an evaluation of the plan's programs and strategies compares groups before and after the plan is implemented. Data from surveys, interviews, incident records, disciplinary referrals, and other relevant information need to be collected before and after the implementation of the plan's programs and strategies to assess whether the plan is having the desired effects on student attitudes, beliefs, and behavior. In this way, the evaluation tells us whether anything has changed and whether the change is attributable to the specific intervention. If improvements are greater in the intervention group than in a comparison group (one that did not receive the intervention, received it to a lesser extent, or received something different), the intervention is considered a success. This type of evaluation effort requires careful selection of research design, methods, and instruments. It makes sense to seek professional help from evaluation experts through local universities or evaluation research organizations.

7. Revise the plan on the basis of the evaluation.

A well-designed evaluation yields useful information. The results may suggest that changes should be made in the selection of programs and strategies, that additional training is warranted, or that other people need to be involved. If a school administers a comprehensive school safety plan for several years with little impact on violence, perhaps an entirely new plan needs to be implemented. Recommendations for improvement are identified through interviews with the stakeholders, surveys, or focus

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groups. These assessments reveal which activities were most effective, what materials worked best, how barriers were overcome, and what type of students received the most or least benefit and why.

WHAT SCHOOLS CAN DO

1. Provide strong administrative support for assessing and enhancing school safety.

A comprehensive approach to school safety and security requires that school administrators and principals meet several challenges simultaneously. These challenges include:

- Assessing the school's security needs.
- Monitoring the school facility to ensure it is a clean, safe environment.
- Implementing policies that support and reward pro-social behavior.
- Implementing schoolwide education and training on safety and avoiding violence.
- Providing counseling and social services to students.

The direct involvement of top school leadership commits the necessary resources (including staff and classroom time) and supports the policies and strategy recommendations of work groups concerned with school safety issues. School leadership also ensures that principals receive training on the development and implementation of policies and strategies.

2. Redesign the school facility to eliminate dark, secluded, and unsupervised spaces.

A school's physical plant influences whether crime will occur. Schools can be designed to limit access of unauthorized persons, increase the ability of school staff to visually supervise all areas of the school facility, and reduce crowding. Schools should be built with security in mind, but existing schools can make changes to their buildings to increase safety. Installing adequate lighting and breakproof door and window locks, minimizing private storage areas, and eliminating removable ceiling panels are important safety measures all schools can adopt. The key is to make the school environment safer and to use space constructively without creating a restrictive environment.

3. Devise a system for reporting and analyzing violent and noncriminal incidents.

Information cannot be effectively used if it is not regularly collected and examined. An incident reporting system provides a systematic approach to monitoring rule infractions and analyzing problem areas. Obtaining accurate records of violent incidents and injuries from year to year helps school officials identify overall trends in school violence. Tracking individual student behavior patterns over time is a good way to identify students in need of additional assistance before their problems become more serious.

For a school crime data collection model, refer to chapter 4, Resources, for *Recommendations of the Crime, Violence, and Discipline Reporting Task Force of the National Forum on Education Statistics.*

4. Design an effective discipline policy.

School rules must be clear and consistently enforced. Serious and repeated violent infractions carry heavier penalties than less serious or infrequent infractions. It is important that the school discipline policy be communicated periodically to students, parents, and staff. A common practice at many schools is for students and parents to sign a document at the beginning of the school year indicating that they know and agree to follow school rules. Discipline needs to be consistent for all students. Due process involves more than one staff member listening to all parties, gathering and interpreting evidence, assigning sanctions where appropriate, and ensuring access to an appeal process.

5. Build a partnership with local law enforcement.

Although a school may have its own security personnel, establishing a relationship with community law enforcement is essential. Both groups play important roles in making schools safe. School security personnel are familiar with the school facility, its security devices, and the student body. Police officers are trained to deal with violent incidents. Accurate reporting of criminal behaviors to the police sends a clear message that illegal acts will not be tolerated.

In many communities, police officers know the community and its residents. They often have information about community and family problems that is useful to school personnel. They promote school safety by interacting closely with students. Police officers can teach special courses on substance abuse, kidnap prevention, and gun safety. They often have access to, or knowledge of, community resources such as recreational facilities and organized athletic leagues. If State and local laws allow, police can assist school administrators in identifying specific students who require additional supervision. In some schools, probation officers work inside the school building where they have better access to the students assigned to them by the courts.

6. Enlist school security professionals in designing and maintaining the school security system.

In some schools, obvious security measures are needed to ensure safety. School security measures include:

- Hiring security personnel.
- Installing security devices.
- Conducting random inspections.
- Providing students/staff with identification cards.

In response to increases in drug- and gang-related activity in the neighborhood surrounding Lunalilo Elementary, school officials have devised a comprehensive School Improvement Plan (SIP) to immerse all of the students in a positive environment through integrated multi-year programs. At the core of SIP is a schoolwide program that teaches self-awareness, social skills, decision making skills, as well as the harmful effects of substance use, and requires parental involvement. The school also offers conflict resolution and peer mediation training; peer and adult tutoring; and involvement in community projects, school service groups, and the Big Buddy/Little Buddy program. For students in need of extra services, Lunalilo has a Primary School Adjustment Program. The program relies on early identification, the support of a caring adult, and the involvement of a team of key personnel and parents in enhancing students' behavioral development. In conjunction with school officials, the Honolulu Police Department and the McCully Neighborhood Watch notify school officials of any suspicious activities around the school area.

Data collected during the past 4 years reveal decreases in violent behavior and in the number of student referrals to the principal's office (no suspensions in 1998, compared with four in 1994). In a 1997-98 survey of the Primary School Adjustment Program, 78 percent of parents reported that their children behaved better at home, and 72 percent reported that their children had developed higher self-esteem.

King William Lunalilo students participate in community service projects such as a recent food drive for the Community Clearinghouse.

King William C. Lunalilo Elementary School
Honolulu, HI

School Safety Focus:

Comprehensive school improvement plan.

Social skills training for students.

Primary school adjustment program.

Parent education and opportunities to work.

Partnership with the Honolulu Police Department.

Demographic Information:

Elementary school, grades K-5

641 students, 92% Hawaiian, Caucasian, Asian/Pacific Islander; 8% other

Urban

Contact Information:
Kathleen A. Mau, Principal
King William C. Lunalilo Elementary School
810 Pumehana Street
Honolulu, HI 96829
808-973-0270
Fax: 808-973-0276
E-Mail: kathleen_mau@notes.k12.hi.us
Web site: www.k12.hi.us/~lunalilo

Security involves careful attention to training, searching for and closing any security gaps, improving communications, testing security devices and procedures, performing maintenance, and updating technology. Relying heavily on security devices, like metal detectors, without adequate staffing, training, and other strategies will have limited impact.

School staff and consultants can assist in preventing and reducing crime by:

- Conducting security assessments.
- Providing staff development programs.
- Developing crisis preparedness guidelines.
- Identifying security equipment needs (such as metal detectors and surveillance cameras).
- Designing enforcement and investigation techniques.
- Enhancing links with community officials.
- Providing safe activities for students.

7. Train school staff in all aspects of violence prevention.

Training staff in enforcing discipline, handling disruptive students, and treating students with respect decreases the likelihood that students will become violent in the school setting. Staff need to be trained to serve as models of nonviolent communication for students and to set the standards for appropriate behavior and communication. Limiting the number of students assigned to each teacher increases the chances that training will have the desired results. Staff need to be familiar with all school rules and policies dealing with violent behavior, and they must know how to use the alarm system, when to refer students for counseling or discipline, and what to do in a crisis.

8. Provide all students access to school psychologists or counselors.

All young people have a variety of emotional needs that they bring to school. Some needs may be met in school through encounters with peers and school staff (teachers, psychologists, and counselors), while other needs

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require proper assessment and referral to community services. If these needs are handled effectively, students are less likely to engage in negative behavior.

9. Provide crisis response services.

Serious but rare events, such as shootings, bomb threats, hostage situations, and other crises, require quick and preplanned responses. A comprehensive plan for dealing with a crisis situation includes:

- A crisis response team with clearly delineated duties.
- A plan for evacuating the school.
- A plan for coordinating with and notifying police, elected officials, government agencies, and other proper authorities.
- A plan for notifying parents quickly.
- A media/communications strategy.
- Counselors available to deal with students in the aftermath of a traumatic event.

When resources are lacking in the local community, help is available from the State or Federal level. *Early Warning, Timely Response: A Guide to Safe Schools,* published by the U.S. Department of Education and the U.S. Department of Justice, provides detailed information for schools on how to respond to a crisis. (See Chapter 4, Resources, for information on how to obtain a copy.)

10. Implement schoolwide education and training on avoiding and preventing violence.

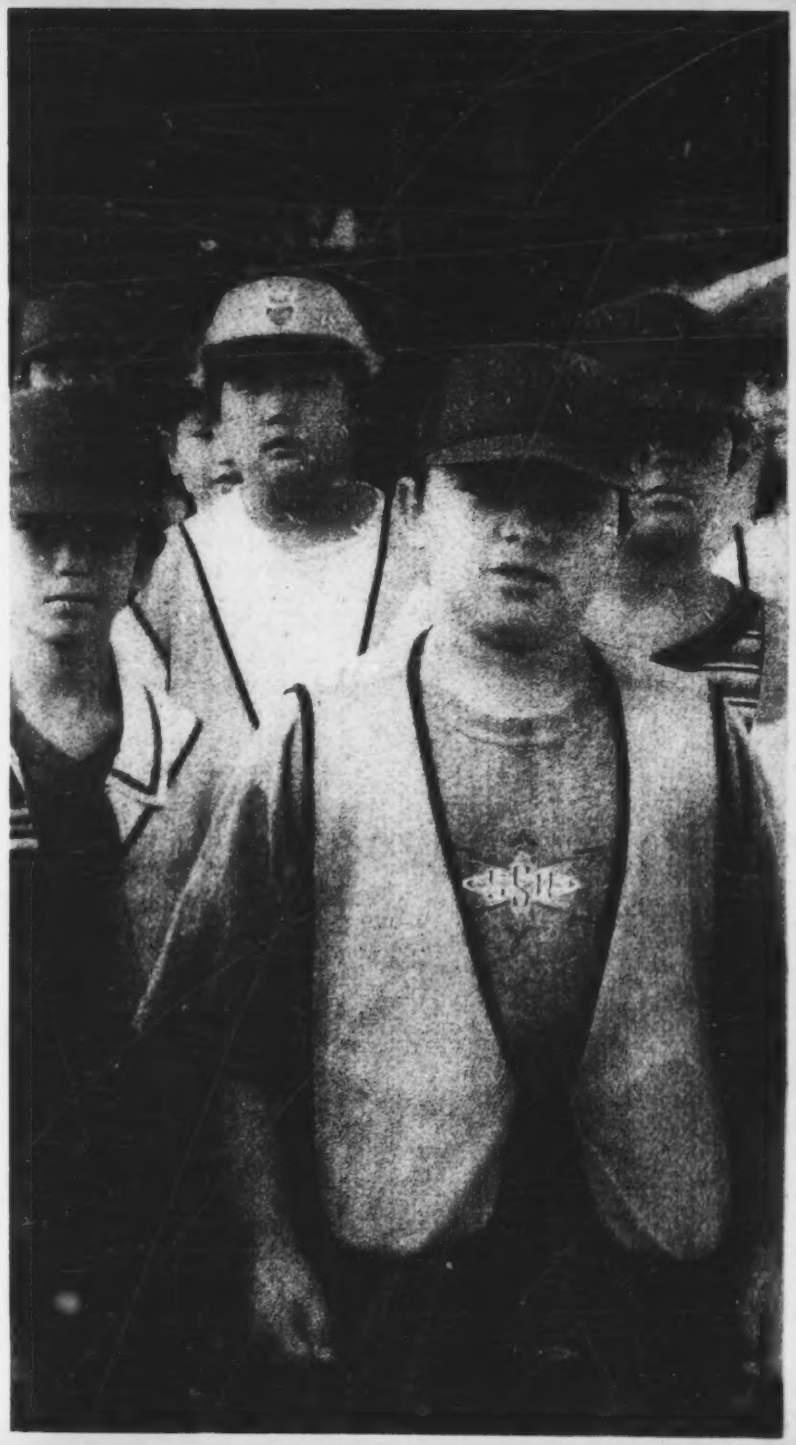
Many schoolwide programs are effective in preventing and reducing violent behavior in schools. Schoolwide education efforts can focus on common myths about violence and misperceptions about normative behavior. Training might be offered on:

- How to avoid dangerous situations, places, and people.
- How to get help when in danger.
- How to notify authorities about weapons.

Skills training can be offered in social interaction, problem solving, coping, communication, resisting peer influence, understanding values, respect for individual differences, countering bias, anger management, conflict resolution, and peer mediation. Instruction and skills training can be effectively combined using interactive and engaging learning strategies.

11. Use alternate school settings for educating violent and weapon-carrying students.

Research tells us that a relatively small percentage of students account for most of the violent incidents at school. Providing special services to this group of adolescents is essential for increasing school safety. If a student continues to commit repeated acts of serious violence, the school administrators may be obligated to place this student in a separate educational setting to assure the safety of other students and staff. Separating violent and weapon-carrying students from the general student body sends the message that school administrators have acted appropriately to preserve school safety and allows the special needs of these students to be met more effectively. Alternative programs are preferred to suspension and expulsion alone because they avoid shifting violent students onto the streets with little supervision.



King William Lunalilo Junior Police Officers and Campus Patrol Officers help keep the campus safe.

Common features of effective alternative schools include strong administrators, dedicated and well-trained staff, needs-based assessments of each child, a low student-to-staff ratio, and counseling for students and their parents.

12. Create a climate of tolerance.

Fostering and maintaining a safe learning environment means creating a climate of tolerance in which all students are comfortable and secure. Particularly in adolescence, youth have a strong need to be accepted by their peers. However, because of stereotypes, ignorance, and intolerance, certain individuals and groups tend to be alienated from their fellow students. A source of conflict in many schools is the perceived or real problem of bias and unfair treatment of students because of ethnicity, gender, race, social class, religion, disability, nationality, sexual orientation, physical appearance, or some other factor – both by staff and peers. Schools can encourage students to be more accepting of diversity through schoolwide awareness campaigns, policies which prevent harassment and discrimination, and offering support groups.

EXAMPLE

For students who bring firearms to school, the local chief administering officer of schools should keep in mind both the Gun Free Schools Act (GFSA) and the Individuals with Disabilities Education Act (IDEA). Under the GFSA, every State receiving funds under the Elementary and Secondary Education Act (ESEA) must have a law which (1) requires any student who brings a firearm to school to be expelled for not less than one year, and (2) allows the expulsion requirement to be modified on a case-by-case basis by the local chief administering officer. The GFSA explicitly requires that the GFSA must be implemented in a manner consistent with the IDEA. GFSA also makes clear that school districts do not violate the GFSA if they provide educational services in an alternative setting to a student who has been expelled from the student's regular school for bringing a firearm to school. In addition, all local educational agencies receiving ESEA funds must refer any student who brings a firearm to school to the criminal or juvenile justice system.

Under the IDEA, school personnel may remove a student with a disability who carries a weapon, including a firearm, to school or a school function to an interim alternative educational placement for up to 45 days, which can be extended for additional 45 day periods of time if a hearing officer determines that it would be dangerous to return the student to the student's normal placement, although appropriate educational services to the student must continue in that alternative site. In addition, IDEA does not permit discipline that changes a student's placement, such as an expulsion, if the student's behavior was a manifestation of the student's disability. Finally, IDEA makes clear that school personnel can report crimes committed by students with disabilities to appropriate authorities. If a student with a disability brings a firearm to school, a school district can comply with both the GFSA and the IDEA by using the provision of the GFSA that permits modification of the expulsion requirement on a case-by-case basis and ensuring that the discipline of students with disabilities is handled consistent with IDEA.

13. Provide appropriate educational services to all students.

A schoolwide culture that supports positive learning opportunities for all children and youth is critical. This entails assessing special needs among students who behave inappropriately, referring them to special educational and other services when appropriate, providing positive behavioral supports and interventions as needed, supporting the development of skills for future employment, and developing working relationships with parents, families, and communities.

14. Reach out to communities and businesses to improve the safety of students.

Youth need to be safe all the time, not just at home or at school. School personnel can take the initiative to work with businesses and other community partners to create safe places and safe corridors. Such places include businesses, religious centers, museums, police and fire station activity rooms, and hospital and library meeting rooms.

15. Actively involve students in making decisions about school policies and programs.

Students often know the strengths and weaknesses of school policies and programs as well as anyone, and they have unique insights to offer. When students participate in the decision-making process, they are more likely to support the decisions that are made. Students are an excellent resource for creative ideas, which can be collected from all students, student leaders, and students who are active in school safety programs.

16. Prepare an annual report on school crime and safety.

School staff, parents, students, and other members of the community want to know how safe their school is and what progress is being made on school safety. Schools can collect and tabulate incidents of crime and misbehavior, report the trends over time, compare school violence trends with similar trends in the local community, and outline how these trends have been used to alter policies and procedures. This report can also be used to introduce school safety programs and strategies to parents and to the broader community.

WHAT STUDENTS CAN DO

1. Behave responsibly.

School crime is made up of everyday occurrences and can be reduced through everyday actions.

Students can:

- Resolve problems and disputes nonviolently.
- Refrain from teasing, name calling, and other seemingly innocent behaviors that actually hurt others' feelings.
- Respect other students, school staff, and family members.
- Know and follow the school rules.

2. Report crimes and threats to school officials.

Students know better than anyone else what is going on in their school. They need to tell their parents, teachers, and principal what kinds of crimes and threats occur and what can be done to stop them. Some youth may not want to get involved, some may believe that upholding the code of silence and protecting their peers is the right thing to do, and some may be afraid that the students they report will find out and retaliate. The fact is that reporting crimes and threats can protect students and sometimes even save lives.

Jesse Keen Elementary School
Lakeland, FL

School Safety Focus:
Comprehensive schoolwide planning to address academic and behavioral problems

Social skills, anger management techniques

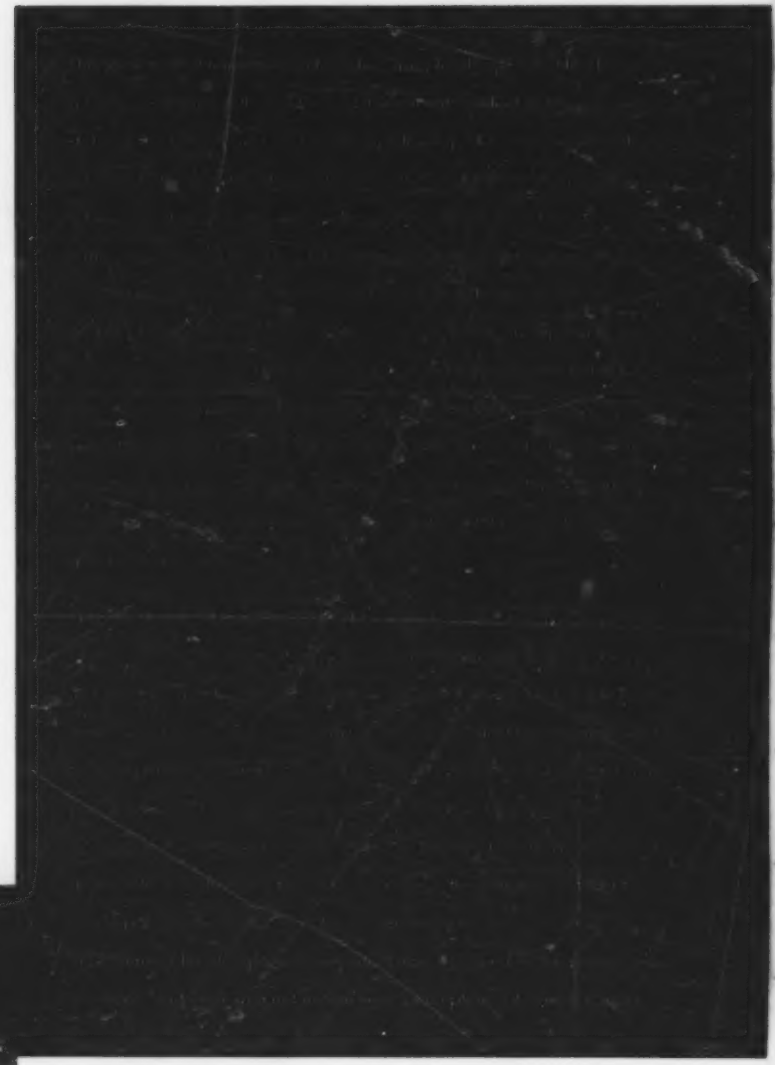
Supportive school climate

Demographic Information:
Elementary school, grades Pre-K–6

647 students, 41% minority

Urban

Contact Information:
Joyce Bushey, Principal
Lloyd Mattingly, Project Contact
Jesse Keen Elementary School
815 Plateau Road
Lakeland, FL 33801
941-499-2880
Fax: 941-499-2288
E-mail: wvvp88a@prodigy.com



Jesse Keen students participating in physical education

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High school students get pointers from School Resource Officers during an Elementary S.A.V.E. Workshop

Students need to take responsibility for sharing the information they have. Administrators need to take responsibility for setting up an easy-to-use, anonymous reporting system.

3. Get involved in or start anti-crime programs at school.

Students can directly reduce school crime by becoming peer counselors or mediators, learning conflict resolution and problem-solving, hosting fun and safe weekend activities for students, tutoring or mentoring younger students, and starting a teen court. Students can assist school and community officials by serving on a safe schools committee, talking to school officials about gaps in security (places where weapons are hidden, drugs are sold, fights occur, and students are threatened), and suggesting ways for students to report crimes without fearing retaliation.

4. Learn how to avoid becoming a victim.

No one chooses to be a victim and no one can control everything that happens. However, students can significantly decrease their chances of becoming victims by doing simple things such as deciding to walk away from fights and avoiding dangerous places. They can also decrease their chances of becoming victims by carefully thinking over with whom to associate, such as whether to join a gang. Many students join gangs for protection, but gang members are much more likely to get into fights and be injured or killed than nongang members.

5. Seek help.

Students can seek out adults in the community whom they trust and to whom they can talk about problems. Often, adults provide the help and resources needed to resolve a troubling issue.

WHAT PARENTS CAN DO

1. Actively communicate with children.

Communication is an essential component of child-rearing and a constant challenge. Being available and being approachable are as important as having the right answer to a question or providing the best guidance with a problem. Consistency, honesty, and understanding are critical. Talking with children shows that they are cared about; gives them an opportunity to share their concerns, interests, fears, and activities; and provides ideas about aspects of their school and personal lives that can be improved. Everyday conversations also create natural opportunities for teaching children social skills, anger management, problem-solving skills, and ways to avoid becoming victims.

2. Be clear and consistent in disciplining children.

When establishing rules for children, it is important for parents to communicate their views on crime, violence, weapons, and appropriate self-defense. Children also need to know that parents support school discipline policies and any reasonable punishments that are administered by the school. Children should understand the rationale for household, school, and other rules and behavioral expectations. If a child misbehaves, punishments may be more effective if they are consistent and appropriate to the severity and frequency of the offense and administered with a gentle voice and with full explanation.

Discipline means more than punishment. Involving children in activities that teach constructive skills such as responsibility, appropriate play behavior, self-control, and goal-setting is as important as sanctioning them for inappropriate behavior. Parents can devise rewards and incentives for good behavior to prevent future rule violations and to urge constructive behaviors.

3. Model prosocial behavior.

One of the best ways to teach a child is by demonstration. Through their everyday actions, parents teach their children how to interact socially, handle competition and defeat, discuss differences, resolve conflicts, deal with frustration in solving problems, and cope with stress and anger, among other

skills. Children also learn from the other adults in their lives and may need help understanding different behavior responses to similar challenges. Children's inevitable exposure to negative influences makes the parent's role as a model of behavior even more important.

4. Get involved with school and community organizations and activities.

Becoming active in the child's school and community life brings many benefits. It provides parents the opportunity to see more of what the child sees, therefore gaining a deeper understanding of the child's needs. Situations arise that present opportunities for reinforcing what is taught in the home. The presence of parents provides continuity for the student in moving from one setting to another. Being involved also gives parents an opportunity to get to know teachers, childcare providers, and coaches, among others, and to work with them to ensure that the child's needs are met when parents are not present.

Here are a few examples of what parents can do in the school and community to promote good behavior and to make the most of learning opportunities:

- Make sure children attend class and complete assigned homework.
- Get to know teachers and administrators.
- Encourage children to participate in extracurricular activities.
- Read to children and help them practice reading.
- Contact the appropriate school personnel or authority if a child expresses a concern or problem about school.
- Attend parent-teacher conferences, school board meetings, and community meetings and, when possible, volunteer to help in the school or community programs the child attends.
- Serve on a school safety committee or the Parent-Teacher Association (PTA).
- Know the school's discipline policy and discuss it with the child.
- Work with school staff when a child has been aggressive or victimized at school.
- Work with other parents and organizations to ensure that children are safe when going to and from school or community activities.
- Actively continue the child's education in the summer.

School Resource Officer Cuthbertson relates with his students by showing them his motorcycle.

5. Keep guns and other weapons out of reach of unsupervised children.

If guns or other weapons are kept in or around the house, it is critical that they be locked away and completely inaccessible to unsupervised children and adolescents. Guns should be stored unloaded whenever feasible, with ammunition locked in a separate place. Firearms are not play things, but children may view them as such unless they are taught to handle and use them responsibly or to avoid them entirely.

6. Limit children's exposure to and experience of crime and violence.

Limiting a child's exposure to crime and violence is a difficult but important task for every parent. Children are exposed to both real and simulated depictions of violence and other crime in many ways. They find it on television, in movies, in newspapers, on the radio, on the Internet, in plays, in neighborhoods, in homes, in schools, at athletic events, in video games, in music, on the road, and in many other places.

Some children do not fully understand or successfully cope with their exposure to

EXAMPLE

Several cities and States have passed laws that make gun owners responsible for storing firearms in a manner that makes them inaccessible to children. If an unsupervised minor is found with a gun, the owner may be charged with a felony or a misdemeanor.

crime and violence. Because of frequent and unrealistic media depictions, they may think that violent events are more common than they really are. They may not fully appreciate the true consequences of violent behaviors. As a result, children pretend to be violent in their play with little harm, yet when they become frustrated or angry, these behaviors may take a more serious form in some children.

7. Participate in family management training or counseling opportunities.

Participating in formal training programs in family management is a good way to get extra help. While family counseling is an appropriate option for some, others benefit from less structured assistance. Specific skills can be learned to reduce the stress and challenges of raising children, including problem-solving, communication, coping with anger and stress, and conflict mediation. Training is often available through the school or faith communities or in the broader community. Seeking help from friends or family members who are experienced parents is another way to better meet the needs of children.

WHAT POLICE AND JUVENILE JUSTICE AUTHORITIES CAN DO

1. Establish a working relationship with schools.

Educators, police, and juvenile justice authorities all play an integral part in preventing school crime. Educators are better equipped to teach students. Police are more capable of intervening in a crisis situation involving a violent or potentially violent student. Juvenile justice authorities can assign probation officers and social workers to schools, where they can better monitor and serve adjudicated students, design specific regimens for youthful offenders to influence their behavior, and provide stronger and broader sanctions for violent behavior.

The "Khfaamaty" mascot reminds students of McNair Elementary School's fight-free rule: "Keep Hands, Feet and all Other Objects to Yourself."

2. Patrol the school grounds, facilities, and travel routes.

The presence of police in or near the school and local neighborhoods deters crime and prevents troubling situations from escalating. Police presence disrupts trouble spots that interfere with students traveling to and from school, prevents strangers from entering schools, reduces the ability of students to smuggle weapons into schools, deters gang activities, and identifies students who are selling drugs or under the influence of drugs. Police can also conduct random searches for weapons or controlled substances, if appropriate. In these and other circumstances, they add their broader authority to the supervision of students.

3. Respond to reports of criminal activities in the school.

When police routinely patrol the school grounds, they are in a better position to act quickly in response to a request for help from school authorities. The role of police in this situation may be to separate a violent student from potential victims, talk the student into giving up a threatening stance, subdue and transport a student from the scene, contact emergency services, assist in traffic control as emergency services arrive and as parents pick up their children during or after a crisis, collect evidence, or participate in other activities. Rapid response is critical in a situation where many children are in harm's way.

4. Consult with school authorities and parents regarding school security.

Both juvenile justice authorities and police have specialized training in working with youth. They are aware of effective techniques for modifying the behavior of troubled students, the appropriate use of rules and sanctions for youth who are chronic offenders, techniques for avoiding violence and victimization, and optional programs and services for troubled students. They are also able to consult more broadly on issues of school, home, and personal security. Their information can be shared in school board meetings, community meetings, staff meetings, classrooms, assemblies, printed materials, and broadcasts.

5. Work directly with youth to maintain a constructive relationship.

Police and juvenile justice authorities can become involved directly with students outside the police station, courtroom, or other corrections settings. They often develop a good relationship with students as a means of preventing a confrontation in the future. As the relationship builds, students see police and juvenile justice authorities as positive role models rather than judges or enforcers, assist them in their work rather than fleeing from them or hindering their work, and gain a greater understanding about the difficulties they face in their work. Instilling a broader respect for authority is essential in preventing crime. Opportunities for building constructive relationships between authorities and youth include bicycle registration drives, school carnivals, fundraisers, community policing partnerships, and sponsored recreational activities.

WHAT BUSINESSES CAN DO

1. Adopt a local school.

A long-term commitment to a specific school or group of schools provides the necessary continuity and trust to achieve lasting improvements in reducing violence and enhancing educational opportunities for children. By adopting a local school, businesses become more familiar with local needs, develop an awareness of what works in reducing violence in that school, and build on past successes.

2. Provide training in basic job skills.

Training in job skills can begin prior to employment and may occur in the schools as well as on the job site. Participants include potential employees or youth who may later be employed in other settings. Businesses are well suited to provide this training and can adapt their materials and presentations for younger participants. Training can focus on interpersonal skills, computer training, participation in meetings, teamwork, steps involved in completing a work assignment, progress reports, and other standard job skills. The social skills commonly used in the work

McNair Elementary School
St. Louis, MO

School Safety Focus:
Fight Free School Program

Social skills training

Establishing clear expectations

Providing positive reinforcement

Demographic Information:
Elementary school, grades K-6

519 students, 90% Caucasian, 10% African-American

Suburban

Contact Information:
Dr. Peggy Dolan, Principal
McNair Elementary School
585 Coachway Lane
Hazelwood, MO 63042
314-953-4700
Fax: 314-953-4713

After the 1991-92 school year, McNair's administration decided to try a new approach to preventing fights and aggressive behavior in school. Although the number of fights was not extremely high (55 fights and 27 suspensions) in that year, the staff felt that suspensions and detentions were not changing student behavior. McNair borrowed from the Safe and Drug Free Schools strategy and initiated the Fight Free School Program 6 years ago. It has since been adopted by schools in other areas.

The mission statement of the Fight Free School Program is "To teach the youth of today, the future leaders of our nation, appropriate interpersonal behavior skills. The focus is to provide an improved school environment which will enhance the learning process and allow our children the optimum advantage to excel in their academic careers." In order to fulfill this mission, the program sets clear expectations for students and parents, provides students with social skills training, and teaches students to resolve conflicts peacefully. Offering daily positive reinforcement for good behavior through strategies such as declaring fight-free days over the public address system and flying a fight-free flag over the school when there are no fights is also central to the program.

McNair Elementary School has reported a drastic decrease in fights and suspensions since the inception of the program. 55 fights and 27 suspensions in1991-92; 3 fights and 2 suspensions in 1992-93; and only 5 or 6 fights per year from 1993-94 through 1997-98. To obtain a Fight Free School Manual (School Violence . . .Calming the Storm), call 800-524-2813.

McNair Elementary sixth grade students from classroom 21 are proud to have the Fight Free Flag on their door.

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setting are similar to those required to prevent violence in the school setting. Older students can participate in simulations of starting and managing a business and other complex business functions.

3. Provide internships and employment opportunities.

Opportunities for meaningful experiences in the community can replace or prevent a certain amount of delinquent or criminal behavior. Businesses provide experience and training in job skills to students through internships, school-to-work programs, afterschool jobs, summer employment, and other work opportunities.

4. Provide scholarships to deserving students.

Scholarships provide incentives to students that may be otherwise lacking. They also steer youth toward jobs needing to be filled by the donor. Scholarships may be distributed on the basis of need, performance, or some combination of both. Scholarships are offered for college, technical training, seminars, and other educational or training experiences.

In elementary schools, teachers implementing the **Second Step** *program use different exercises to teach students empathy, impulse control and anger management skills.*

5. Offer resources to local schools.

Businesses offer support for programs and services, facilities for events, safe havens for students as they travel to and from school, leadership and organizational support for administrators, strategic planning services, equipment, and many other resources. The results orientation of business is very helpful to schools and can be shared between school and business staff through a variety of informal interactions.

6. Provide release time to parents and volunteers.

Businesses provide flexible scheduling and/or release time to support parents and other volunteers in their participation in school activities. Parents may need to attend parent-teacher conferences, field trips, meetings, and other activities to strengthen their child's education. Schools need responsible adults to serve as mentors, tutors, coaches, field trip supervisors, and in other capacities.

WHAT ELECTED OFFICIALS AND GOVERNMENT AGENCIES CAN DO

1. Provide leadership for school crime prevention.

As concern about school safety increases, elected officials are taking a leadership role in solving this pressing problem. Elected officials can:

- Introduce and/or support legislation that will promote school safety.
- Hold town meetings or conferences to raise awareness of school crime issues.
- Attend school and community events for violence prevention.
- Educate the public about crime prevention in speeches and press releases.
- Endorse official reports and initiatives on school crime.

2. Support school crime prevention research.

Unfortunately, a great deal of the information available on the potential impact of existing violence prevention strategies is unscientific and unreliable. Quality evaluations need to be well designed and adequately financed. Public officials can promote the conduct and use of evaluations by establishing national or regional research centers, allocating funds for research projects, and focusing research dollars on the most promising strategies.

3. Encourage all schools to monitor and report crime.

Having a computerized monitoring and reporting system provides school staff with data on their own local needs to inform their choice of prevention strategies, build public support for crime prevention efforts, and identify troublesome areas on the campus which need to be redesigned or better supervised. Elected officials can support this effort through their advocacy role, legislation, attaching requirements to the receipt of program funds, or other means.

4. Begin a discussion of key legislative issues in school violence prevention.

These are the questions to consider when drafting new legislation:

- Who should receive comprehensive risk screening and in what grades?
- What type of data should be required of schools in a common reporting system?
- What type of information should be shared between and among law enforcement agencies and schools?
- What type of penalties should be assessed to a student who commits a crime or carries a weapon at school and should that student receive separate education services?
- Should laws that require expulsion of firearm-possessing students include provisions for alternative educational placements and support services?

The Second Step curriculum provides students with many opportunities to discuss and understand violence and to learn skills in anger management and problem solving.

5. Build collaborations between and among local, State and Federal agencies to pool resources and maximize the use of effective approaches to school safety.

- Law enforcement officials at the Federal, State and local levels can work with each other and with schools to enhance approaches to school safety.
- Social service agencies can provide support to schools to improve and expand mental health services for children.
- Juvenile justice organizations and courts can work with school officials to ensure children are receiving proper services and to support at-risk youth.

Chapter 3: Demonstrated & Promising Model Programs:

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Helping to Improve School Safety

This chapter presents several examples of programs that are well designed and can be implemented in combinations to form a comprehensive school safety plan. The programs cited in this chapter were identified under a U.S. Department of Justice grant to the Hamilton Fish National Institute on School and Community Violence with assistance from Vanderbilt Institute for Public Policy.[1] The examples cover a wide variety of problems that schools face. While reviewing these programs, keep in mind that problems generally do not occur in isolation. Creating a safe school requires attending to the school's physical, social, and cultural environments. A key component of increasing school safety is selecting programs that can be combined as part of an effective plan for addressing local problems. As the previous chapter on developing and implementing a comprehensive school safety plan pointed out, program and strategy selection must be based on a thorough assessment of each school's needs. Community stakeholders must also be involved in creating and implementing the comprehensive plan.

[1] *The U.S. Department of Education has convened an Expert Panel on Safe, Disciplined and Drug-Free Schools to oversee a process for identifying and designating promising and exemplary school-based programs that strengthen prevention practices, so that practitioners can make better informed decisions in their ongoing efforts. The results from the U.S. Department of Education's Expert Panel will be disseminated in Summer 1999.*

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The Resolving Conflicts Creatively Program teaches children concepts and skills in conflict resolution and intergroup relations.

The models presented here have been designated as either demonstrated or promising. Demonstrated models have been rigorously tested in the field and have solid evidence of their effectiveness. In the evaluation of demonstrated models, two groups of youth were examined before and after an intervention; one group received the intervention, while the other (the control group) did not. The intervention group demonstrated a larger reduction in violence over time compared to the control group.

Promising models are well designed but have not yet been thoroughly tested. Some promising models have been evaluated, but they need further testing with stronger evaluation designs to prove their effectiveness. Other promising models have not yet been evaluated, but they are based on previous research. While some models have effects in more than one area, they are categorized by their emphasis or demonstrated effects. Some models have been developed, implemented, and evaluated in multiple sites, while others have been used only in a single school.

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AGGRESSION/FIGHTING

Aggressors, Victims, and Bystanders: Thinking and Acting to Prevent Violence, for middle schools, is a demonstrated curriculum for high-risk students. The curriculum is composed of 12 classroom sessions that deal with violence among peers and the separate but interrelated roles of aggressors, victims, and bystanders that youth play in potentially violent situations. The backbone of this curriculum is the four-step Think-First Model of Conflict Resolution. The model helps students to pause and keep cool, understand what is going on before jumping to conclusions, define their problems and goals in ways that will not lead to fights, and generate positive solutions. The curriculum has been tested in urban, suburban, and small-city school districts and has made students more supportive of resolving conflicts without aggression.

Contact: Christine Blaber Education Development Center, Inc., 55 Chapel Street, Suite 25, Newton, MA 02458, 800-225-4276 ext. 2364, E-mail: Cblaber@edc.org

To order the curriculum: Education Development Center, Inc., P.O. Box 1020, Sewickley, PA 15143-1020, 800-793-5076, Fax: 412-741-0609

The Anger Coping Program, for middle schools, is a demonstrated model for selected male students. The program consists of 18 weekly small group sessions led by a school counselor and a mental health counselor during the school day. The lessons emphasize self-management and self-monitoring, perspective taking, and social problem-solving skills.

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Aggressive boys who have been through the Anger Coping Program have been found to have lower rates of drug and alcohol involvement and higher levels of self-esteem and problem-solving skills than those who have not.

Contact: John E. Lochman, Professor and Saxon Chair of Clinical Psychology, Department of Psychology, Box 870348, The University of Alabama, Tuscaloosa, AL 35487, 205-348-5083, Fax: 205-348-8648, E-mail: jlochman@GP.AS.UA.EDU

BASIS, for middle schools, is a demonstrated model that focuses on procedures for discipline. Clarifying and consistently enforcing the school rules, improving classroom management and organization, tracking student behaviors (good and bad), reinforcing positive behaviors, and increasing the frequency of communication with parents about student behavior are emphasized. A multi-year, multi-site study found that classroom disruption decreased and attention to academic work increased significantly in the schools in which the program was well implemented.

Contact: Denise Gottfredson, University of Maryland, Department of Criminology, Lefrak Hall, Room 2220, College Park, MD 20742, 301-405-4717, Fax: 301-405-4733, E-mail: dgottfredson@bss2.umd.edu

Conflict Resolution: A Curriculum for Youth Providers, for secondary schools, is a demonstrated model. Key elements include helping students define conflict, teaching three types of conflict resolution, and reviewing basic communications behavior. Each session contains at least one skills-building exercise and lasts from 15 to 50 minutes. This program has reduced violence and the frequency of fights resulting in injuries that require medical treatment.

Contact: National Resource Center for Youth Services, College of Continuing Education, University of Oklahoma, 202 West 8th Street, Tulsa, OK 74119, 918-585-2986, Fax: 918-592-1841, Website: www.nrcys.ou.edu/default.htm

Positive Adolescent Choices Training (PACT), for middle and high schools, is a demonstrated model for high-risk African American youth and other high-risk youth selected by teachers for conduct problems or histories of victimization. Using videotaped vignettes and role playing, students learn social skills such as giving positive and negative feedback, accepting feedback, negotiation, problem-solving, and resisting peer pressure in small groups of 10-12. Students who have been through PACT have exhibited 50 percent less physical aggression at school and more than 50 percent fewer violence-related juvenile court charges than a comparable group who did not receive PACT.

Contact: Betty R. Yung, Ph.D., Director, Center for Child and Adolescent Violence Prevention, Wright State University, School of Professional Psychology, Ellis Human Development Institute, 9 North Edwin C. Moses Boulevard, Dayton, OH 45407, 937-775-4300, Fax: 937-775-4323, E-mail: byung@desire.wright.edu

Promoting Alternative Thinking Strategies (PATHS), for grades K-5, is a demonstrated model designed to promote emotional competence through expression, understanding, and regulation of emotions. Cognitive problem-solving skills are also taught. The main objectives are for students to learn new skills and be able to apply those skills in daily life. Improvements have been found in students' hyperactivity, peer aggression, and conduct problems.

Contact: (Publisher) Developmental Research and Programs, 800-736-2630, Website: www.drp.org/paths.html, E-mail: DrpMman@aol.com. (Developer) Mark Greenberg, Ph.D., Prevention Research Center, Henderson Building South, Pennsylvania State University, University Park, PA 16802, 814-235-3053, E-mail: mxg47@psu.edu

Peace Builders®, for grades K-5, is a demonstrated model for students of mixed ethnicity that has been tested in urban and suburban elementary schools. Peace Builders should be viewed as a way of life rather than a program because it attempts to change the characteristics of the school setting that trigger aggressive, hostile behavior. This program seeks to increase the availability of prosocial models to enhance social competence and decrease the frequency and intensity of aggressive behaviors. Researchers found that this program improved students' social competence (especially if students had two years of exposure to the program) and buffered expected increases in their aggressive behavior.

Contact: Jane Gulibon, Heartsprings™, Inc., P.O. Box 12158, Tucson, AZ 85732, 800-368-9356, Website: www.peacebuilders.com, E-mail: custrel@heartsprings.org

Second Step, for pre-K through middle schools, is a demonstrated curriculum designed to insert skills-based training into existing school curriculums and encourage the transfer of skills to behavior at school and at home. The pre-K through grade 5 versions of Second Step also have a 6-week parent education component. The elementary program teaches empathy, impulse control, and anger management. The middle school program covers understanding

the violence problem, empathy, anger management, problem solving, and applying skills to everyday situations. A study showed that physical aggression decreased from autumn to spring among students who were in the program but increased among students who were in a comparison group.

Contact: Committee for Children, 2203 Airport Way South, Suite 500, Seattle, WA 98134, 800-634-4449, Fax: 206-343-1445, Website: www.cfchildren.org

The School Safety Program, for high schools, is a demonstrated model for identifying violence problems and devising effective responses. The program's main component is a curriculum integrated into a required 11th grade social studies course that trains students to be problem solvers, engages students in solving their school's problems, identifies problem students through reviews by teachers and police, and sponsors regular meetings among school teachers, school administrators, and the police. An evaluation found a 50 percent reduction in incidents requiring calls to the police (mainly assault-related behaviors) at an intervention school but only a small reduction at a comparison school. In addition, threats to teachers decreased 17 percent in an intervention school but increased by five percent in a comparison school.

Contact: Dennis Kenney, Director of Research, Police Executive Research Forum, 1120 Connecticut Avenue NW, Suite 930, Washington, DC 20036, 202-466-7820, Fax: 202-466-7826, Website: www.policeforum.org, E-mail: dkenney@intr.net

BULLYING

Bully Proofing Your School, for elementary schools, is a promising comprehensive approach. Components include staff involvement in deciding how to reduce bullying; a student curriculum that uses role-playing, modeling, and class discussions; victim support that emphasizes enhancing self-esteem and social skills; an intervention for bullies that teaches anger control and empathy; and interaction with the parents of both bullies and victims. The focus is on shifting power away from bullies, not on punishing them. No evaluation data are available.

Contact: Carla Garrity, The Bully Project, 5290 East Yale Circle, Suite 207, Denver, CO 80222, 303-649-8496, Fax: 303-756-6059

The Bullying Prevention Project, for elementary and middle schools, is a promising model that includes help for school staff and parents to identify and intervene with bullies and their victims; classroom activities (i.e. role playing and creative writing) that generate discussions of bullying; and schoolwide anti-bullying activities (including reinforcement for positive behavior and sanctions for bullying). Additionally, schoolwide rules against bullying are established. A preliminary evaluation has found promising results, and the intervention continues to be enhanced and tested.

Contact: Susan P. Limber, Project Director, Bullying Prevention Project, Institute for Families in Society, University of South Carolina, Carolina Plaza, Columbia, SC 29208, 803-737-3186, Fax: 803-737-3193

Transition Intervention Program (TIP), for grades 1-6, is a promising model for eliminating problem behavior and enhancing students' academic and social success in school. This comprehensive intervention includes a 9-week classroom experience that emphasizes self-management and academic skills, parenting classes, tracking and support when students re-enter their regular classrooms, and support and training for students' regular teachers. A study found that 76 percent of students participating in TIP had returned to regular classrooms and experienced greater academic and social success.

Contact: Sheral Schowe, Transition Intervention Program, 11454 High Mountain Drive, Sandy, UT 84092, 801-964-7695

FAMILY ISSUES

Families and Schools Together (FAST), for children ages 3-14, is a promising social support enhancing program which builds protective factors into the lives of children. After referral by an elementary school teacher, parents who have graduated from FAST make home visits to invite a child and his or her whole family to participate in the program. Families are clustered in groups of 10 to 12 according to where their children attend school, and then attend eight weekly sessions of highly interactive and fun activities run by a team of professionals from the community. Following this initial phase, groups of families run their own meetings for two years while continuing to receive support from the FAST team as needed. FAST strengthens communities, schools, and families by reaching out to socially isolated families, creating support networks, and encouraging parents to take leadership roles in the program. Of the families which come to one FAST meeting, over 80 percent remain at least to the end of the initial eight week phase. Over the following two years, schools report dramatic increases in parental involvement (75 percent) and self-referral to family counseling (26 percent) and substance abuse treatment (8 percent). In scientific studies, teachers and parents have reported behavior improvements among referred youth, increases in family cohesion, and decreases in social isolation.

Contact: Lynn McDonald, FAST Project, Univ. of Wisconsin-Madison, 1025 W. Johnson St, Madison, WI 53706,

Tel: 608-263-9476, Fax: 608-263-6488, Email: mrmc-dona@facstaff.wisc.edu

First Step to Success, for kindergarten students, is a demonstrated program with proactive screening of all students, a school intervention using the CLASS program (which trains teachers to use behavioral methods to decrease classroom disruption), and parent training to support children's adjustment to school. In early evaluations, First Step to Success appears to reduce aggression and maladaptive behavior as well as the long-term probability that at-risk children will adopt a delinquent lifestyle during their youth.

Contact: Sopris West, 4093 Specialty Place, Longmont, CO 80504, 800-547-6747, Fax: 303-776-5934, Website: www.sopriswest.com

Functional Family Therapy (FFT), for grades K-12, is a demonstrated family-based intervention. In rigorous evaluations, FFT has consistently produced sustained reductions in juvenile recidivism and sibling entry into high-risk activities when compared to a variety of other individual and group-based treatments. These reductions in adolescent disruptive behavior disorders have been accomplished at smaller expense than alternative approaches. FFT is a short-term change program that motivates families to deal with processes such as intense negative affect that prevent change. Specific strategies are then individualized for families to produce positive changes in family communication and problem-solving, parenting, and the use of community resources.

Students who participate in the Self Enhancement Program learn set standards of conduct, conflict resolution, and anger management through classroom instruction and by spending time with mentors.

Contact: Center for the Study and Prevention of Violence, Institute of Behavioral Sciences, University of Colorado at Boulder, Campus Box 442, Boulder, CO 80309-0442, 303- 492-8465, or Project Coordinator Kathie Shafer, 801-585-1807, E-mail: Shafer@psych.utah.edu

The Strengthening Families Program, for children ages 6-10, is a demonstrated model originally tested with drug-abusing urban parents in outpatient treatment. It has been culturally modified and found effective with African-American, Asian/Pacific Islander, and Hispanic families. Parents and children attend 14 weekly sessions of two hours each. Parents and children attend separate sessions during the first hour (during which time parents learn about family management and children focus on social skills), and during the second hour they come together for family skills training. To increase participation, incentives such as snacks, transportation, and rewards are used. Evaluations have found significant improvements in parenting skills, children's prosocial behavior, and family relationships.

Contact: Connie Tait, Ph.D., Department of Health Promotion and Education, 300 South 1850 East, Room 215, University of Utah, Salt Lake City, UT 84112, 801-585-9201, Fax: 801-581-5872

GANGS

Alternatives to Gang Membership, for middle schools, is a promising program with multiple components. One component is a fifth grade antigang curriculum with an intermediate school follow-up program for youth that encourages involvement in constructive activities. A study in which the names of 3,612 participants were matched with data from the Los Angeles County Sheriff's Department found that only 4 percent had joined gangs.

Contact: Human Services Department, City of Paramount, 16400 Colorado Avenue, Paramount, CA 90723, 213-220-2140

Gang Risk Intervention Program (GRIP), for middle and high schools, is a promising model pilot-tested in the Los Angeles, CA, area and now operating in 15 of California's 58 counties. GRIP involves parents, school administrators, teachers, community organizations, and gang experts in keeping youth out of gangs. Schools with GRIP provide their students with counseling, sports, cultural activities, job training, apprenticeships and career exploration opportunities, and opportunities for positive interaction with police officers. The major goals of the program are to tie youth to community organizations and to commit businesses and community groups to providing positive activities to youth. Evaluation data are not yet available.

Contact: Chuck Nichols, Safe Schools and Violence Prevention Office, California Department of Education, 560 J Street, Suite 260, Sacramento, CA 95814, 916-323-1026, E-mail: cnichols@cde.ca.gov

Gang Resistance Education and Training (GREAT), for grades K-12, is a promising model with curricula appropriate for children of all ages. The instructional programs (which range in length from four to nine weeks), taught by law enforcement officers, have sessions on law, crimes, victims, gangs, and substance abuse. The training focuses on the impact of crime on victims and communities, conflict resolution skills, cultural differences, and meeting basic needs without joining a gang. Schools and communities also have the option of implementing a summer component. A preliminary evaluation found that GREAT participants had lower rates of delinquency, lower rates of gang affiliation, and more negative attitudes about gangs.

Contact: G.R.E.A.T. Branch, P.O. Box 50418, Washington, DC 20091, 800-726-7070, Fax: 202-565-4588, E-mail: great@atfhq.atf.treas.gov, Website: www.atf.treas.gov/great/great.htm

Community Organizations United to Reduce the Area's Gang Environment (Project COURAGE), for grades K-8, is a promising program that provides youth with positive alternatives that may serve as deterrents from gang membership and substance abuse. Key components include tutoring in all school subjects; academic, family, and personal counseling; workshops on self-esteem, decision-making and resistance skills, health and nutrition, and job training; and leisure and sports activities. When students, staff, parents, and teachers were questioned by auxiliary staff, more than half of them said that Project COURAGE students had made improvements in stability, empowerment, self-esteem, and educational commitment. In addition, close to

Kennedy Middle School students actively participate through role playing.

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80 percent of teachers and staff saw an improvement in students' social abilities and positive identities.

Contact: Mary Fowlie, Project COURAGE Coordinator, Riverside County Office of Education, 3939 Thirteenth Street, Riverside, CA 92502, 909-369-7860, Fax: 909-778-0487

RACIAL AND OTHER BIAS-RELATED CONFLICT

Anti-bias Curriculum: Tools for Empowering Young Children, for children ages 2-5, is a promising model to help children build the foundations for problem-solving and critical thinking about diversity and bias. The curriculum examines racial differences and similarities, disabilities, gender identity, cultural differences and similarities, and resistance to stereotyping and discrimination. The program also assists educational staff and parents in creating anti-bias environments. No evaluation data are available.

Contact: National Association for the Education of Young Children, 1509 16th Street NW., Washington, DC 20036-1426, 202-232-8777, Website: www.naeyc.org/default.htm or Louise Dermon-Sparks, Pacific Oaks College, Children's School, Research Center, 5 Westmoreland Place, Pasadena, CA 91103-3592, 626-397-1306, Fax: 626-397-1317, E-mail: rldsparks@aol.com

Healing the Hate: A National Hate Crime Prevention Curriculum, for middle and high schools, is a promising model. In ten units, youth learn that violence and prejudice are preventable and develop skills in empathy, critical thinking, perspective taking, and media literacy. Students engage in several cooperative learning activities and discuss factors that perpetuate hate crimes. This program has been pilot-tested in demographically and geographically diverse locations, but no evaluation data are available.

Contact: National Hate Crime Prevention Project, Education Development Center, Inc., 55 Chapel Street, Newton, MA 02158-1060, 800-225-4276

Kennedy Middle School pretests and post-tests provide data to evaluate prevention programs.

A few years ago, staff members at Kennedy Middle School started noticing an increase in the number of office referrals and in anti-social and aggressive behavior among its students. In response, they held several meetings to establish goals for addressing the needs of at-risk students and the rest of the school population. Staff members deliberately selected and implemented programs that had been carefully evaluated and were likely to reduce aggressive behavior while increasing pro-social behavior.

First the school implemented Second Step, a curriculum designed for schoolwide use. (For more information about Second Step, refer to chapter 3, Model Programs.) The Second Step Program addresses violence prevention through the development of empathy, skills, problem-solving skills, and anger management techniques. Then the school adopted the Effective Behavior Support Program, an intensive intervention program that "addresses the needs of students with chronic behavior problems. (The Effective Behavior Support Program is a regional program developed by a local university in coordination with the school district.) Plans for long-term implementation focused on establishing a priority for change, implementing team-based collaboration, creating visible administrative leadership and support, including all school staff and students in the implementation process, and providing intensive training for all school staff. In addition, administrative procedures have been clarified for students and staff.

The data are encouraging. In the first year of the program, 33 percent of students report using Second Step strategies in their lives. Disciplinary referrals have decreased by 25 percent. Staff members confirm these changes in student behaviors and attitudes, and they report an increase in using problem-solving approaches to solving conflicts.

Kennedy Middle School
Eugene, OR

School Safety Focus:
Schoolwide violence prevention curriculum

Schoolwide early intervention program

System-level school changes to ensure long-term implementation

Clarification of administrative policies

Demographic Information:

Middle school, grades 6-8

580 students, 88% Caucasian, 5% Asian/Pacific Islander, 4% Hispanic

Suburban

Contact Information:
Kay Mehas, Principal
Kennedy Middle School
2200 Bailey Hill Road
Eugene, OR 97405
541-687-3241
Fax: 541-686-2379
E-Mail: mehas@4j.lane.edu
Web site: www.4j.lane.edu/schools/middle/kennedy.html

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Responding in Peaceful and Positive Ways (RIPP), for grade 6, is a demonstrated curriculum tested in ethnically mixed populations. Key elements include: working in small groups; problem-solving; identifying feelings; handling differences; peer mediation; clarifying values; dealing with prejudice; and avoiding, ignoring, defusing, and resolving conflicts. The problem-solving component includes several steps that students memorize and practice frequently. Students learn to stop, calm down, identify the problem and feelings about it, decide among nonviolent options (resolve, avoid, ignore, or defuse), do it, look back, and evaluate. An evaluation funded by the Centers for Disease Control and Prevention shows RIPP significantly reduces fights and incidents of being threatened with a weapon.

Contact: Aleta Lynn Meyer, Life Skills Center, Virginia Commonwealth University, 800 West Franklin, P.O. Box 842018, Richmond, VA 23284-2018, 888-572-1572, Fax: 804-828-0239

Resolving Conflict Creatively Program (RCCP), for grades K-12, an initiative of Educators for Social Responsibility, is a demonstrated school-based program that cultivates the emotional, social, and ethical development of children through teaching concepts and skills in conflict resolution and intergroup relations. The RCCP model includes professional development for teachers, regular classroom instruction, peer mediation, and conflict resolution and bias awareness training for administrators and parents. Initial results from a rigorous evaluation by the Centers for Disease Control and Prevention reveal a significant positive impact on children who receive a substantial amount of instruction in the curriculum. Currently, RCCP is being implemented in over 200 schools across the country.

Contact: RCCP National Center, 40 Exchange Place, Suite 1111, New York, NY 10005, 212-509-0022, Fax: 212-509-1095, E-mail: esrrccp@aol.com

Student Problem Identification and Resolution (SPIR), for grades 1-12, is a promising model for responding to violent episodes that erupt in schools over racial bias among students. Because this program must be facilitated by a trained adult, regional centers maintain staff to respond quickly to ethnic conflicts and hate crimes with a variety of programs and services. Students, faculty, community leaders, and parents are brought together to identify and resolve problems. No evaluation data are available.

Contact: The U.S. Department of Justice Community Relations Service, 600 E Street NW., Suite 2000, Washington, DC 20530, 202-305-2935, Fax: 202-305-3009, Website: www.usdoj.gov/crs

SEXUAL HARASSMENT/SEXUAL VIOLENCE

Dating Violence Prevention Program, for high schools, is a demonstrated curriculum for changing attitudes condoning dating violence, and a promising curriculum for changing behaviors among students. Key elements include promoting equity in dating relationships, challenging attitudes toward violence as a means of conflict resolution, improving communications skills, supporting victims of dating violence, and seeking help for those involved in violent relationships. An evaluation of the program showed significant decreases in student attitudes favoring dating violence as a means of resolving conflict.

Contact: K.D. O'Leary, Department of Psychology, State University of New York at Stony Brook, Stony Brook, NY 11794-2500, 516-632-7852, E-mail: doleary@psych1.psy.sunysb.edu, Website: www.psy.sunysb.edu/marital

Flirting or Hurting, for grades 6-12, is a promising model for reducing sexual harassment and sexual violence. Topics addressed include bullying, dating violence, racial and ethnic intolerance, hazing, domestic violence, student rights, and taking action. No evaluation data are available.

Contact: NEA Professional Library, Distribution Center, P.O. Box 2035, Annapolis Junction, MD 20701-2035, 800-229-4200

Safe Dates, for grades 8 and 9, is a demonstrated model with school and community components. The school components (a ten-session curriculum, a play, and a poster contest) focus on changing norms for dating violence, gender stereotyping, conflict management skills, belief in need for help, awareness of services, and help-seeking. The community component includes training for service providers, a crisis line, and a support group for teen victims. An evaluation of Safe Dates indicated that the treatment group committed less psychological abuse, sexual violence, and violence perpetration against their current dating partners than did the control group.

Contact: Vangee Foshee, Department of Health Behavior and Health Education, School of Public Health, University of North Carolina at Chapel Hill, Campus Box 7400, Chapel Hill, NC 27599, 919-966-6616 or 919-966-6353, E-mail: vfoshee@sph.unc.edu

As part of the tutoring component, Project COURAGE students get assistance from the college-level staff.

SUBSTANCE ABUSE

All Stars, for middle and high schools, is a promising model composed of a 22-session curriculum focusing on correcting misperceptions about normative behavior, character development, identifying values and ideals, and commitment to ideals. Parent involvement is encouraged through homework and a parent guide. A preliminary evaluation in which All Stars participants were compared with another program found that All Stars did significantly better in enhancing variables related to decreasing substance use (e.g., commitment, ideals, bonding, and normative beliefs).

Contact: William B. Hansen, Tanglewood Research, P.O. Box 1772, Clemmons, NC 27012, 800-826-4539, Fax: 336-778-0443, E-mail: billhansen@tanglewood.net, Website: www.allstarz.com/top100.htm

The Coping Power Program, for middle schools, is a demonstrated model for preventing substance use among boys. Although this intervention uses much of the same material as the Anger Coping Program (see Aggression/Fighting), it has been extended to 33 small group sessions for students and has 16 sessions for parents. Initial results indicate that the Coping Power program increases aggressive boys' social competence and decreases their substance use.

Contact: John E. Lochman, Professor and Saxon Chair of Clinical Psychology, Department of Psychology, Box 870348, The University of Alabama, Tuscaloosa, AL 35487, 205-348-5083, Fax: 205-348-8648, E-mail: jlochman@GP.AS.UA.EDU

Life Skills Training (LST), for grades 7-9, is a demonstrated model for mixed ethnic students with 15 sessions in the seventh grade, ten sessions in the eighth grade, and five sessions in the ninth grade. Students are taught personal self-management skills, general social skills, drug resistance skills, adaptive coping strategies, assertiveness, and decision-making by either adults or peer leaders. LST has reduced excessive drinking and weekly marijuana use.

Contact: Gilbert J. Botvin, Institute for Prevention Research, Cornell University Medical Center, 411 East 69th Street, Room KB 201, New York, NY 10021, 212-746-1270, E-mail: ipr@mail.med.cornell.edu, Website: www.lifeskillstraining.com

The Midwestern Prevention Project (referred to as Project STAR), for children ages 10-15, is a demonstrated model. Key elements include a two-year social influence curriculum, a mass media intervention, and a parent program that teaches family communication skills and helping children with Project STAR homework. This project has reduced smoking by 40 percent and reduced marijuana and alcohol use by smaller percentages.

Contact: Angela Lapin, Project Manager, Center for Prevention Policy Research, Department of Preventive Medicine, University of Southern California, 1441

The Project COURAGE kids earning the most "points" during the year go to Sea World for a sleepover in the Shark Encounter.

East Lake Avenue, MS 44, Los Angeles, CA 90033-0800, 323-865-0325

Project ALERT, for grades 6-8, is a demonstrated social resistance skill curriculum for ethnically mixed students that consists of 11 weekly lessons in the sixth or seventh grade and three booster lessons in the seventh or eighth grade. Key components include counteracting beliefs that most people use drugs, developing reasons not to use drugs, identifying the sources of pressures to use drugs, and building a repertoire of skills to resist prodrug pressures. Parent involvement is encouraged through home learning opportunities. Project ALERT has decreased marijuana and alcohol use among seventh graders, and marijuana and cigarette use among eighth graders.

Contact: Project ALERT, 725 South Figueroa Street, Suite 1615, Los Angeles, CA 90017-5416, 800-253-7810, E-mail: alertplus@aol.com, Website: www.projectalert.best.org

Project NORTHLAND, for grades 6-8, is a demonstrated multi-level, three-year alcohol use prevention intervention. The program includes alcohol prevention curricula, activities to link students to the community, and parent participation in alcohol education. The project also offers students school-based opportunities for alcohol-free extracurricular activities. At the end of the eighth grade year, significantly fewer students in the intervention districts (24 percent of eighth graders) reported using alcohol in the past month than those in the comparison districts (29 percent of eighth graders).

Contacts: To order curricula: Hazelden Publishing Group, P.O. Box 176, Center City, MN 55012, 800-328-9000, Website: www.hazelden.org. Other questions: Project Northland, University of Minnesota, 1300 South Second Street, Suite 300, Minneapolis, MN 55454-1015, 612-624-1818

McCormick Middle School
Antoine Pugh reciting a poem.

TRUANCY/DROPOUT

The Alternative Education Program, for grade 9, is a promising model at Minnie Howard School in Alexandria, Virginia. An alternative team was formed for the population designated at-risk of dropping out and developing behavior problems. The Alternative Education Program teaches the content of courses to students using a high degree of individualization while addressing skill development gaps. In addition, the program infuses violence prevention into the curriculum, provides a welcoming climate to improve student motivation to attend school, and provides genuine school-to-work opportunities for each student. Regular home visits deliver parent education and support. This program is currently being evaluated.

Contact: Margaret Walsh, Principal, Minnie Howard School, 3801 West Braddock Road, Alexandria, VA 22302, 703-824-6750

The Coca-Cola Valued Youth Program, for middle and high schools, is a demonstrated model that pays students who are behind in grade level or have been retained for one year or more to tutor elementary school children. The tutors receive extra academic help in preparation to tutor the young children on an ongoing basis. The major goals of the program are to teach the tutors the value of education and increase their bonding to the school. Researchers have found that after two years, only one percent of the students in the program had dropped out of school, whereas 12 percent of the comparison students had dropped out.

Contact: Linda Cantu, Communications Manager, Intercultural Development Research Association, 5835 Callaghan Road, Suite 350, San Antonio, TX 78228, 210-684-8180, Fax: 210-684-5389

Help One Student To Succeed (HOSTS), for grades 1-10, is a promising dropout prevention program in which students who are one year (or more) behind in their reading skills are mentored by trained adult volunteers. In order to develop individualized learning plans around state and/or local objectives, teachers have access to an electronic database of teaching materials. Students may leave the program when they are able to read at or above grade level. An evaluation involving 6,621 students during the 1995-96 school year found an overall gain of two reading levels and reported that 51 percent of students met the exit criteria.

Contact: Bill Gibbons, HOSTS Corporation, 8000 NE, Parkway Drive, Suite 201, Vancouver, WA 98662-6459, 800-833-4678, Fax: 360-260-1783, Website: www.tele port.com/~hosts

Project Helping Hand, for grades K-8, is a promising model to reduce truancy. Key components include referring youth who have 5 to 15 days of unexcused absences to a community-wide center, up to eight sessions of family counseling, home visits if the family does not show up for sessions, and three follow-up sessions to ensure that truancy does not start again. Child study teams and tutoring are also available. Project staff reported that 84 percent of youth were not truant after participating in the program.

Contact: Atlantic County Division of Intergenerational Services, 101 South Shore Road, Northfield, NJ 08225, 609-645-5862

BEST COPY AVAILABLE

Reconnecting Youth, for grades 9-12, is a demonstrated model for students showing signs of poor school achievement, multiple problem behaviors, and the potential for dropping out of high school. Key elements include social support and skills training, personal growth classes, and social activities to promote school bonding. Two studies have found improvements in school performance and reductions in substance use and suicide risk. In addition, the Texas Education Agency has recently approved Reconnecting Youth for use as a for-credit class in Texas public schools.

Contact: Derek Richey, National Educational Service, 1252 Loesch Road, Bloomington, IN 47402-0008, 800-733-6786, Website: www.nes.org

The Stafford County Alternative Education Program, for high schools, is a promising initiative that gives students two options for successfully completing high school. The first option is a regional education center for violent, weapons-carrying, or controlled-substance-carrying students. It offers academic, counseling, family, and transportation services in order to help students complete the school year and successfully return to their regular schools. Turning Point, the second option, is a school for members of the community (primarily those ages 17-21) who have not completed high school and for high school students with a very high risk of dropping out. Program staff report that success depends upon providing students and staff choices regarding their placement, written expectations or contracts that students sign, teaching teams, a small student population, and flexibility with a focus on meeting student needs. No evaluation data are available.

Contact: G. Scott Walker, Director of Alternative and Adult Education, Stafford County Public Schools, 35 Potomac Creek Drive, #97, Falmouth, VA 22405, 540-659-9899

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McCormick Middle School
McCormick, SC

School Safety Focus:
Schoolwide anti-bullying program
Character education
Conflict resolution
Mediation

Demographic Information:
Grades 5-8
400 students, 80% African-American
Rural

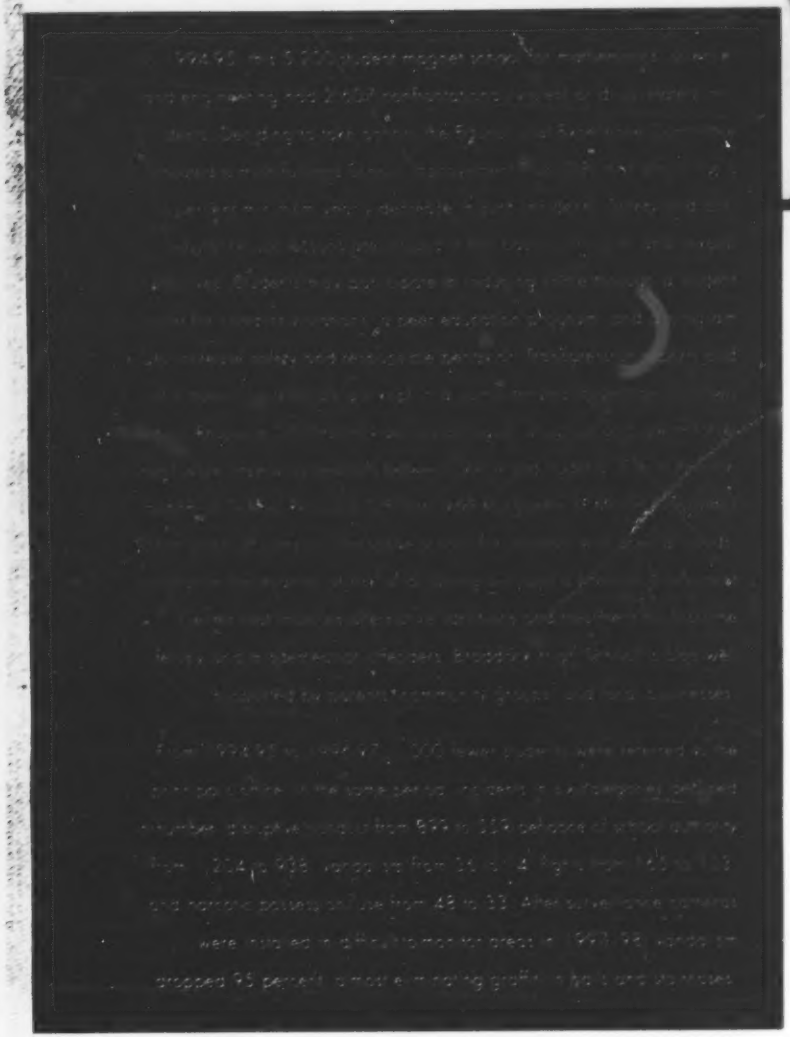
Contact Information:
Dr. Jim Nolan, Principal
McCormick Middle School
801 Carolina Street
McCormick, SC 29835
864-465-2243
Fax: 864-465-3300

A few years ago, because of concern about high incidences of bullying at McCormick Middle School, school officials instituted an anti-bullying program. The students named the program Students Against Bullying. Start-up activities included staff meetings and in-service training for all teachers, establishment of a steering committee including teachers and counselors, and involvement of parents through committee membership and communication sent home. For two years the activity was intense; student training sessions occurred every two weeks, and administrative policy changes to support changed student behaviors were adopted frequently. As an outgrowth of the anti-bullying focus, character education, conflict education, and a mediation program are now in place. All students are involved in these activities. The aspects of the program that focused solely on bullying are less intense, but follow-up on the original program continues.

The school's administrator reports that McCormick is a different school today. The school's strict rules regarding students not touching each other inappropriately and showing respect to each other have cut out much of the shoving, pushing, and bullying behavior of the past. Statistics show that bullying incidents have been reduced by 22 percent.

Ms. Huffman's Social Studies Class at McCormick Middle School

A Braddock School Administrator briefs the Challenger Patrol prior to lunch time assignments.



G. Holmes Braddock Senior High School
Miami, FL

School Safety Focus:

Safety lessons infused in curriculum

Student-run initiatives

Student Case Management System

Targeted programs for at-risk youth

School Resource Officers

Demographic Information:

High school, grades 9-12

5,200 students, 80% Hispanic, 6% African-American, 12% Caucasian

Urban

Contact Information:

Jeffrey Miller, Principal
G. Holmes Braddock Senior High School
3601 SW 147th Avenue
Miami, FL 33185
305-225-9729, ext. 213
Fax: 305-221-3312
Web site: deps.dade.k12.fl.us

VANDALISM

The Constructive Discipline Model, for grades 4-8, of Los Angeles County, CA, is a demonstrated intervention that takes a multi-faceted approach to reducing violence and vandalism. School staff are trained to reinforce appropriate behaviors, identify factors that contribute to violence and vandalism, and develop a schoolwide behavioral improvement plan. In addition, school counselors are trained in the use of behavioral consultation methods. One study of several schools found that vandalism fell by an average of 78.5 percent.

Contact: Gus Frías, Safe Schools Coordinator, Los Angeles County Office of Education, 9300 Imperial Highway, #281, Downey, CA 90242, 562-922-6391, Fax: 562-922-6781

Peer Culture Development (PCD), for junior and high schools, is a demonstrated program run by counselors as a for-credit class for at-risk students. This program assumes that peers have great influence on each other and that peer influence can be positive. The program also assumes that self-confidence may be gained by being of service to others and that adolescents who have learned to solve their own problems can help others by sharing their experiences. Each class is conducted as a group counseling session in which problems are reported and resolved, and insight is provided by the trained group PCD counselor. An evaluation found that PCD students showed a 44 percent reduction in police contacts, while the control group showed a 36 percent increase in police contacts for the same period. All of the PCD schools also showed a reduction (55 percent and greater) in the number of property offenses (e.g., school vandalism, locker break-in), a reduction of about 66 percent in the number of personal offenses (e.g., robbery, physical assaults, rape, fights), and a 43 percent reduction in gang activity.

Contact: Todd Hoover, School of Education, MC Campus, Loyola University, 1041 Ridge Road, Wilmette, IL 60091, 847-853-3320

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WEAPONS

The Comprehensive Weapons Reduction Initiative, for grades K-12, is a promising model. The key components include a clear and consistently reinforced code of conduct aimed at preventing teasing and small fights, which tend to lead to weapons assaults. Environmental controls make it difficult to bring weapons to school and increase students' perceived safety (so that they do not feel the need to bring weapons). The environmental controls include random searches conducted by police, routine checks of areas where weapons may be hidden, home searches to recover firearms and explosives before they are brought to school, visual screening techniques that enable police and school staff to spot students who are concealing weapons, and strictly enforced sanctions for weapons violations. Students who have brought weapons to school can complete the academic year at an alternative school. Staff reported that student weapons violations have decreased by 70 percent.

Contact: Bibb County Campus Police, 2444 Roff Avenue, Macon, GA 31204, 912-746-6114, Fax: 912-751-6706

Crime Prevention Through Environmental Design (CPTED), for grades K-12, is a promising model for preventing violence by applying architectural design and space management concepts to the school building and grounds. The goals are to provide access control, surveillance through physical design and mechanical devices, congestion reduction, defensible space, psychological deterrents to violence, user monitoring, and territorial identity. Several of the design issues are focused on reducing the presence of weapons in the school and eliminating dark or hidden spaces where crimes can occur. CPTED reduced a school's reported crime rate by 86 percent over a four year period.

Contact: National Crime Prevention Institute, School of Justice Administration, University of Louisville, Louisville, KY 40292, 502-852-6987, Fax: 502-852-6990

The Self Enhancement Program, for children ages 7-18, is a demonstrated strategy based on a relationship model. Appropriate behavior is taught through classroom education using conflict resolution and anger management techniques that uphold six standards of conduct. In addition, exposure education through trips to hospital trauma centers and juvenile detention facilities are part of the program. General anti-violence campaigns and continuous mentoring by program staff through a youth's pre-adolescent and adolescent years are also included. This program has been found effective in decreasing handgun (and other weapon) carrying and fighting.

Contact: Self Enhancement, Inc., 3920 North Kerby Avenue, Portland, OR 97227, 503-249-1712, Fax: 503-249-1955

The School Resource Officers (SRO) Program, for grades K-12, is a promising model for effectively using law enforcement officers in the schools. Sworn law enforcement officers (who are already well prepared to deal with weapons and violent behavior) are trained to counsel students on law-related problems and support services, teach classes on the law, and serve as role models for students. Anecdotal evidence suggests that the rising numbers of school resource officers in North Carolina has contributed to the falling numbers of firearms reported at school.

Contact: Pam Riley, Director, Center for the Prevention of School Violence, 20 Enterprise Street, Suite 2, Raleigh, NC 27607-7375, 800-299-6054 or 919-515-9397, Fax: 919-515-9561

Straight Talk About Risks (STAR), for grades pre-K through 12, is a promising model for preventing gun-related violence among students. There are four curricula (pre-K to grade 2, grades 3 to 5, grades 6 to 8, and grades 9 to 12), and English and Spanish versions of all curricula are available. For the younger children, the focus is on obeying rules, staying safe, and learning that guns are not toys. In the middle grades, students explore media violence, reasons why people are violent, and strategies for coping with conflict. The high school curriculum fosters discussions on the consequences of handgun violence, on gun violence and youth, and on stress as a potential cause of violence. Students in grades 9-12 who have participated in STAR indicate that they are less likely to use a gun under a variety of circumstances.

Contact: Center to Prevent Handgun Violence, 1225 Eye Street NW., Suite 1100, Washington, DC 20005, 202-289-7319

Braddock Senior High School displays a renewed sense of old fashioned school spirit.

Chapter 4 - Resources: Agencies, Organizations, Websites

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and Contact Information

The organizations, Websites, and other resources listed in this publication are not exhaustive, nor is their inclusion intended as an endorsement by the U.S. Department of Education or the U.S. Department of Justice. Rather, these listings are intended to assist schools and communities in developing and enhancing comprehensive school safety plans.

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Prior to 1995, Riverhead High School was the scene of increasing violent and disruptive behavior. During the spring of 1993, 25 percent of the school population received an out-of-school suspension for rule violations including fighting, weapons possession, assault upon teachers and students, and drug possession. The school district contracted with the District and Schools Services, Inc., consulting firm to implement a comprehensive and systematic program to eliminate school violence and disruption.

The Riverhead Anti-Violence Project focuses on establishing a structured environment for violence mitigation. The model is built on three major components. The interdiction or management-of-risk component addresses policies and procedures such as administrative practices, use of security staff, and facility analysis. Intervention efforts, including the alternative school, counseling, and mediation, focus on the students who are not conforming to school policies and regulations. Prevention efforts consist of mentoring programs; anger management and bias reduction programs; career path education, and value, virtue, and justice curriculum units.

First-year results include the following reductions: fights by more than 68 percent, assaults by 66 percent, assaults on teachers by 100 percent, display and threat to use a weapon by 63 percent, refusal to follow teacher direction by 93 percent, and incidents of harassment by 42 percent.

Ed Swensen, District and School Safety Services, supervises a defusion techniques role playing session with Riverhead High School's security staff.

Riverhead High School
Riverhead, NY

School Safety Focus:

Comprehensive and systematic planning of strategies applied to school violence.

Three major components:
- Interdiction (management of risk)
- Intervention
- Prevention

Part of School District Anti-Violence Project.

Demographic Information:

High school, grades 10-12

1,145 students, 32% African-American, 5% Hispanic, 2% Asian, 6% other

Suburban

Contact Information:

Edward J. Swensen,
Project Manager District and School Safety Services, Inc
135 Fourth Street
Greenport, NY 11933
516-477-0180
Fax: 516-477-5081
E-Mail: dsss@ieaccess.net

FEDERAL RESOURCES

U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202
www.ed.gov

Safe and Drug-Free Schools Program
www.ed.gov/offices/OESE/SDFS
Email: SAFESCHL@ed.gov

The Safe and Drug-Free Schools Program is the Federal government's primary vehicle for reducing drug, alcohol and tobacco use, and violence, through education and prevention activities in our nation's schools.

Office of Special Education Programs
www.ed.gov/offices/OSERS/OSEP

The Office of Special Education Programs (OSEP) provides leadership and fiscal resources to assist State and local efforts to educate children with disabilities in order to improve results for those children and to ensure equal protection of the law.

Office for Civil Rights
www.ed.gov/offices/OCR

The mission of the Office for Civil Rights (OCR) is to ensure equal access to education and to promote educational excellence throughout the nation through vigorous enforcement of civil rights. OCR provides technical assistance to help institutions achieve voluntary compliance with the civil rights laws that OCR enforces.

Federal Resources for Educational Excellence (FREE)
www.ed.gov/free

Resources for teaching and learning from 30 federal agencies with search tools and a bulletin board for teachers and federal agencies to communicate about potential collaboration on new teaching and learning resources.

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Regional Education Laboratories
www.nwrel.org/national/index.html

Regional Education Laboratories is a map of links to all ten laboratories supported by the U.S. Department of Education to provide technical assistance to educators.

U.S. Department of Justice
950 Pennsylvania Avenue, NW
Washington, DC 20530-0001
www.usdoj.gov

Office of Juvenile Justice and Delinquency Prevention (OJJDP)
www.ncjrs.org/ojjdp

OJJDP's mission is to provide national leadership, coordination, and resources to develop, implement, and support effective methods to prevent juvenile victimization and respond appropriately to juvenile delinquency. This is accomplished through prevention programs and a juvenile justice system that protects the public safety, holds juvenile offenders accountable, and provides treatment and rehabilitative services based on the needs of each individual juvenile. OJJDP also provides training & technical assistance for community planning and effective program development regarding truancy, gangs, drugs, firearms and other areas.

U.S. Department of Justice for Kids and Youth Homepage
www.usdoj.gov/kidspage

Information for children and youth on crime prevention, staying safe, volunteer and community service opportunities, and the criminal justice system.

The Justice Information Center
www.ncjrs.org

The National Criminal Justice Reference Service (NCJRS) is one of the most extensive sources of information on criminal and juvenile justice in the world, providing services to an international community of policy makers and professionals. NCJRS is a collection of clearinghouses supporting all bureaus of the U.S. Department of Justice, Office of Justice Programs: the National Institute of Justice, the Office of Juvenile Justice and Delinquency Prevention, the Bureau of Justice Statistics, the Bureau of Justice Assistance, the Office for Victims of Crime, and the OJP Program Offices.

U.S. Department of Health and Human Services
200 Independence Avenue, SW
Washington, D.C. 20201
www.hhs.gov

Centers for Disease Control and Prevention, Division of Adolescent and School Health
www.cdc.gov/nccdphp/dash

The mission of DASH is to: identify the highest priority health risks among youth, monitor the incidence and prevalence of those risks, implement national programs to prevent risks, and evaluate and improve those programs.

Centers for Disease Control and Prevention, Division of Violence Prevention
www.cdc.gov/ncipc/dvp/dvp.htm

The Division of Violence Prevention in CDC's National Center for Injury Prevention and Control has four priority areas for violence prevention: youth violence, family and intimate violence, suicide, and firearm injuries.

Center for Mental Health Services
www.samhsa.gov/cmhs/cmhs.htm

The Center for Mental Health Services (CMHS) is a program of the Substance Abuse and Mental Health Services Administration (SAMHSA). The CMHS, in partnership with States, leads national efforts to demonstrate, evaluate, and disseminate service delivery models to treat mental illness, promote mental health and prevent the development or worsening of mental illness when possible.

Center for Substance Abuse Prevention (CSAP)
www.samhsa.gov/csap/index.htm

CSAP's mission is to provide national leadership in the Federal effort to prevent alcohol, tobacco, and illicit drug problems.

National Institute of Mental Health
www.nimh.nih.gov

The NIMH funds prevention research. This site includes a report by the National Advisory Mental Health Council Workgroup on Mental Disorders Prevention Research.

ONLINE FEDERAL DOCUMENTS

Safe, Drug-Free, and Effective Schools for All Students: What Works
www.airdc.org/cecp/resources/safe&drug_free.main.htm

The report *Safe, Drug-Free, and Effective Schools for All Students: What Works!* is an evaluation of programs formulated under the Safe and Drug Free Schools Act. The goal of the project was to learn about schools that managed to reduce discipline problems and improve the learning and behavior of all students, including those with disabilities. This report reflects three site visits conducted by a research team accompanied by expert panels.

Early Warning, Timely Response: A Guide to Safe Schools
www.ed.gov/offices/OSERS/OSEP/earlywrn.html

Early Warning, Timely Response: A Guide to Safe Schools offers research-based practices designed to assist schools and communities in identifying these warning signs early and developing prevention, intervention and crisis response plans.

Preventing Youth Hate Crime: A Manual for Schools and Communities
www.ed.gov/pubs/HateCrime/start.html

Provides schools and communities with programs and resources that can be used in preventing youth hate crime and hate-motivated behavior.

Manual to Combat Truancy
www.ed.gov/pubs/Truancy

This guide seeks to offer parents, school officials, law enforcement agencies and

Westerly Public Schools
Westerly, RI

School Safety Focus:

Comprehensive approach includes:

- Districtwide administrative policy revision
- Intensive staff training
- Academic and behavioral intervention strategies

Demographic Information:

Grades pre-K through 12

3,600 students, 95% Caucasian, 5% other

Small urban

Contact Information:
James W. Hoebbel, Superintendent
Westerly School Department
44 Park Avenue
Westerly, RI 02891
Phone: 401-596-0315

communities a set of principles to design their own strategies to combat truancy, and describes successful models of how anti-truancy initiatives are working in communities across the nation.

Creating Safe and Drug-Free Schools: An Action Guide
www.ed.gov/offices/OESE/SDFS/actguid/index.html

This guide outlines action steps for schools, parents, students, community and business groups, and provides information briefs on specific issues affecting school safety. It also contains research and evaluation findings, and a list of resources and additional readings.

Recommendations of the Crime, Violence, and Discipline Task Force, NCES 97-581
www.ed.gov/NCES

This document contains recommendations for state implementation of standardized data reporting system.

ORGANIZATIONS

American Federation of Teachers
555 New Jersey Avenue, NW
Washington, DC 20001
(202) 879-4400 www.aft.org

Boys and Girls Clubs of America
1230 West Peachtree Street, NW
Atlanta, GA 30309
(404) 815-5765
www.bgca.org

The Business Roundtable
1615 L Street, NW,
Suite 1100
Washington, DC 20036
(202) 872-1260
www.brtable.org

Center for Effective Collaboration and Practice
Improving Services for Children and Youth with Emotional and Behavioral Problems
1000 Thomas Jefferson St., NW, Suite 400
Washington, DC 20007
(202) 944-5389
www.airdc.org/cecp/cecp.html

The Center for Positive Behavior Intervention and Support
5262 University of Oregon
Eugene, OR 97403-5262
(541) 346-5311
www.stpreof.uoregon.edu

Center for the Study and Prevention of Violence
University of Colorado,
Campus Box 442
Boulder, CO
(303) 492-1032
www.colorado.edu/UCB/Research/cspv

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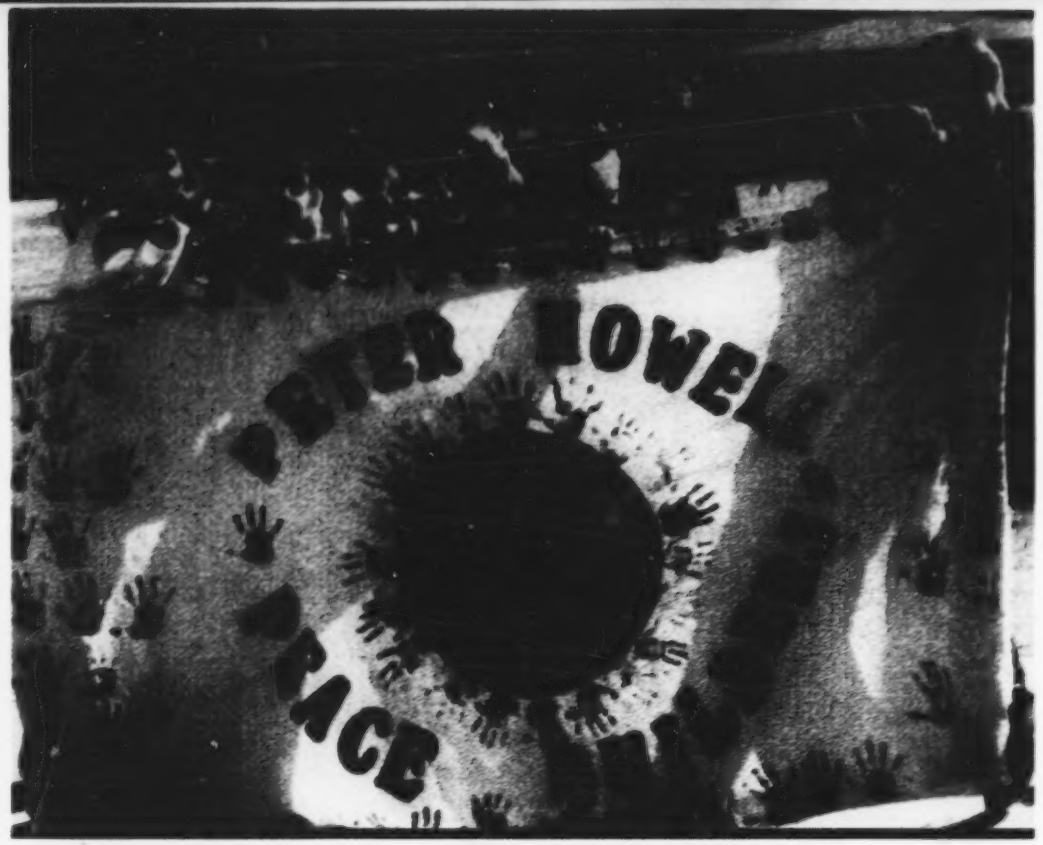


Students display the peace sign to demonstrate the change in their school setting as a result of the Peace Builders program.

Community Anti-Drug Coalitions of America
901 N. Pitt Street, Suite 300
Alexandria, VA 22314
(703) 706-0560
www.cadca.org

Council of Chief State School Officers
1 Massachusetts Avenue, NW
Washington, DC 20001
(202) 408-5505
www.ccsso.org

Council for Exceptional Children
1920 Association Drive
Reston, VA 20191
(703) 620-3660
www.cec.sped.org

Council of Great City Schools
1301 Pennsylvania Ave., NW,
Suite 702
Washington, DC 20001-1431
(202) 393-2427 www.cgcs.org

Hamilton Fish National Institute on School and Community Violence
1925 North Lynn Street,
Suite 305
Rosslyn, VA 22209
(703) 527-4217
www.hfni.gsehd.gwu.edu

National Alliance of Business
1201 New York Avenue,
NW, Suite 700
Washington, DC 20005
(202) 289-2848
www.nab.com

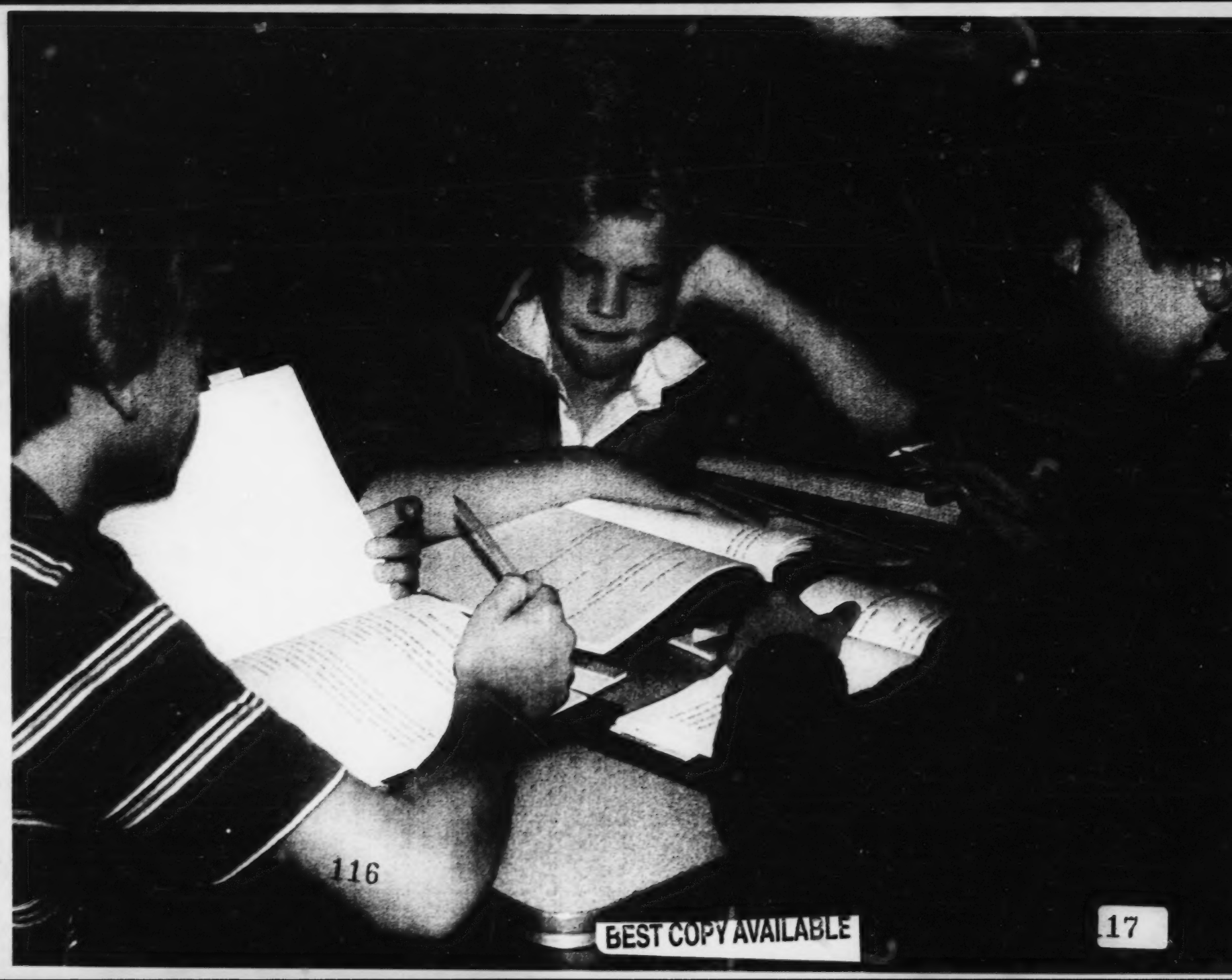
National Association of Elementary School Principals
1615 Duke Street
Alexandria, VA 22314-3483
(703) 684-3345
www.naesp.org

National Association of School Psychologists
4340 East West Highway,
Suite 402
Bethesda, MD 20814
(301) 657-0270
www.naspweb/org/center.html

National Association of Secondary School Principals
1904 Association Drive
Reston, VA 22091
(703) 860-0200
www.nassp.org

National Education Association
1201 16th Street, NW
Washington, DC 20036
(202) 833-4000
www.nea.org

National Conference of State Legislatures
1560 Broadway, Suite 700
Denver, CO 80202
(303) 830-2200
www.ncsl.org



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Sixth grade students in northeastern Minnesota work together in peer-led teams on alcohol prevention activities in Project Northland's Slick Tracy Home Team.

National Governors' Association
444 North Capitol Street, NW, Suite 250
Washington, DC 20001
(202) 624-5300
www.nga.org

National Information Center for Children and Youth with Disabilities (NICHCY)
Academy for Educational Development
P.O. Box 1492
Washington, DC 20013-1492
(202) 884-8200
www.nichcy.org

National PTA
330 N. Wabash Avenue, Suite 2100
Chicago, IL 60611-3690
(800) 307-4PTA
www.pta.org

National School Board Association
1680 Duke Street
Alexandria, VA 22314
(703) 838-6722
www.nsba.org

United Way of America
701 N. Fairfax Street
Alexandria, VA 22314
(703) 836-7112
www.unitedway.org

U.S. Chamber of Commerce
1615 H Street, NW
Washington, DC 20062
(202) 659-6000
www.uschamber.org

U.S. Conference of Mayors
1620 Eye Street, NW
Washington, DC 20006
(202) 293-7330
www.usmayors.org

WEBSITES

Institute on Violence and Destructive Behavior
www.interact.uoregon.edu/ivdb/ivdb.html

The Institute's mission is to empower schools and social service agencies to address violence and destructive behavior, at the point of school entry and beyond, in order to ensure safety and to facilitate the academic achievement and healthy social development of children and youth. This is a combination of community, campus and state efforts to research violence and destructive behavior among children and youth.

The National Longitudinal Study of Adolescent Health (Add Health)
www.cpc.unc.edu/projects/addhealth/addhealth_home.html

Add Health is a school-based study of the health-related behaviors of adolescents in grades 7-12. It has been designed to explore the causes of these behaviors, with an emphasis on the influence of social context. Add Health postulates that families, friends, schools and communities play roles in the lives of adolescents that may encourage healthy choices of activities or may lead to unhealthy, self-destructive behaviors.

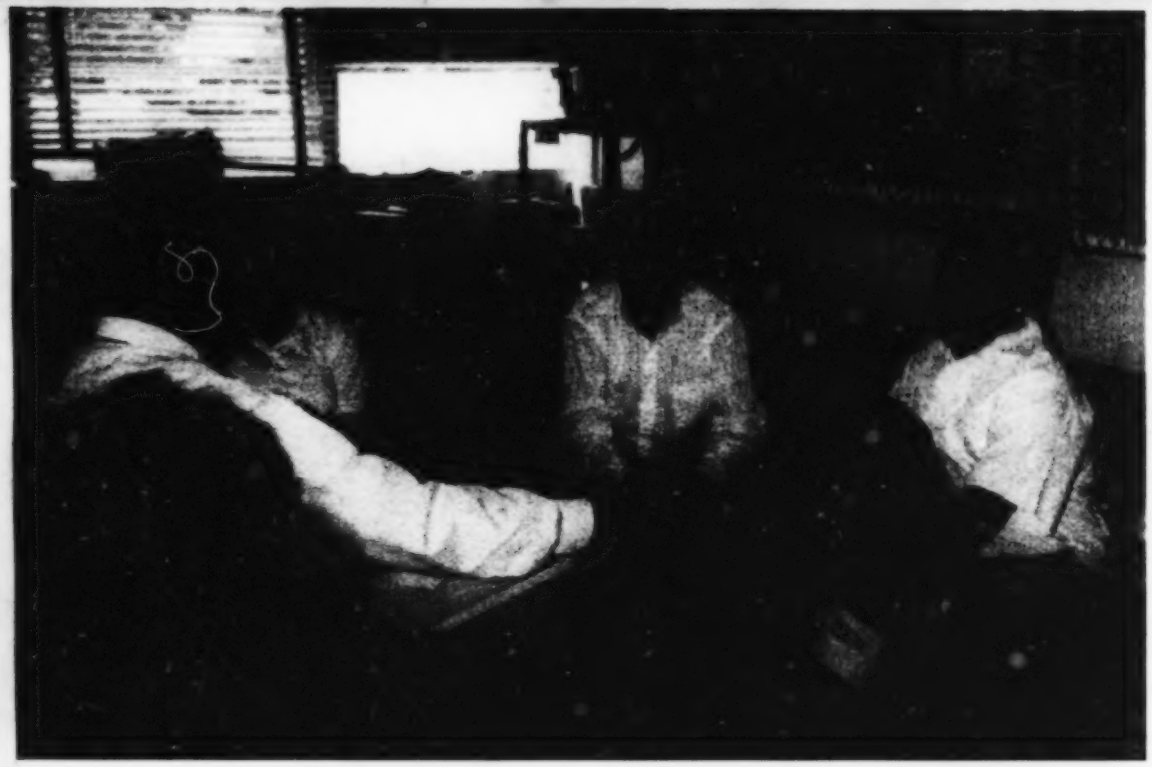
National School Safety Center
www.nssc1.org

The National School Safety Center was created by presidential directive in 1984 to meet the growing need for additional training and preparation in the area of school crime and violence prevention. Affiliated with Pepperdine University, NSSC is a nonprofit organization whose charge is to promote safe schools – free of crime and violence – and to help ensure quality education for all America's children.

National Youth Gang Center
www.iir.com/nygc

The purpose of the NYGC is to expand and maintain the body of critical knowledge about youth gangs and

A sixth grader participating in Project Northland displays a sign about alcohol prevention for use in a local community parade.



PACT Program students at Roth Middle School have learned that there are many ways to solve interpersonal problems.

effective responses to them. The Center assists state and local jurisdictions in the collection, analysis, and exchange of information on gang-related demographics, legislation, literature, research, and promising program strategies. It also coordinates activities of the Office of Juvenile Justice and Delinquency Prevention (OJJDP) Youth Gang Consortium – a group of federal agencies, gang program representatives, and service providers

Partnerships Against Violence Network
www.pavnet.org

PAVNET Online is a "virtual library" of information about violence and youth-at-risk, representing data from seven different Federal agencies. It is a "one-stop," searchable, information resource to help reduce redundancy in information management and provide clear and comprehensive access to information for States and local communities.

School Mental Health Project/Center for Mental Health in Schools (UCLA)
www.smhp.psych.ucla.edu

The Center's mission is to improve outcomes for young people by enhancing policies, programs and practices relevant to mental health in schools, with specific attention to strategies that can counter fragmentation and enhance collaboration between school and community programs.

LISTSERVs

EDInfo Subscribe to this new service listserv with the latest information about the U.S. Department of Education at *www.ed.gov/news.html*

ERIC Clearinghouse on Elementary and Early Childhood Education listserv

Subscribe to a joint ERIC Clearinghouse on Elementary and Early Childhood Education listserv where practitioners, policymakers, and parents share ideas, resources, problems, and solutions. To subscribe, send a message to: *listserv@postoffice.cso.uiuc.edu*. Leave the subject line blank and just type, subscribe SAC-L <your full name here>

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VIDEOS

Making After-School Count! The C.S. Mott Foundation hosted a satellite teleconference in March 1998 with Vice President Gore on the importance of after-school programs. For a free copy, call Michelle Pemberton at (810) 238-5651.

Back to School: Families and Communities Together for Learning—Satellite Town Meeting, September 1997. In a panel moderated by U.S. Secretary of Education Richard W. Riley, a superintendent, parent, business executive, and others talk about how schools and communities can extend learning before and after school. Call (800) USA-LEARN to get a free copy.

Conflict Resolution for Youth: Programming for Schools, Youth-Serving Organizations, and Community and Juvenile Justice Settings—Satellite Teleconference. Presents videotaped proceedings of a teleconference held in 1996 that promotes the incorporation of conflict resolution strategies into programming for schools and other settings, provides information on the availability of training and consultation resources, and outlines various approaches to conflict resolution. Call (800) 638-8736 for a copy.

Youth-Oriented Community Policing—Satellite Teleconference. Presents videotaped proceedings of a teleconference held in 1996 that provides information on the characteristics of youth-oriented community policing and how it differs from general community-oriented policing, and highlights three unique and effective programs (U.S. Department of Justice video, VHS format. 1996. 120 minutes. NCJ 160947. $17.00 U.S.). Call (800) 638-8736 for a copy.

Roth Middle School
Dayton, OH

School Safety Focus:
PACT Program

Strong support personnel

Administrative approaches including shared decisionmaking, team structure, block scheduling

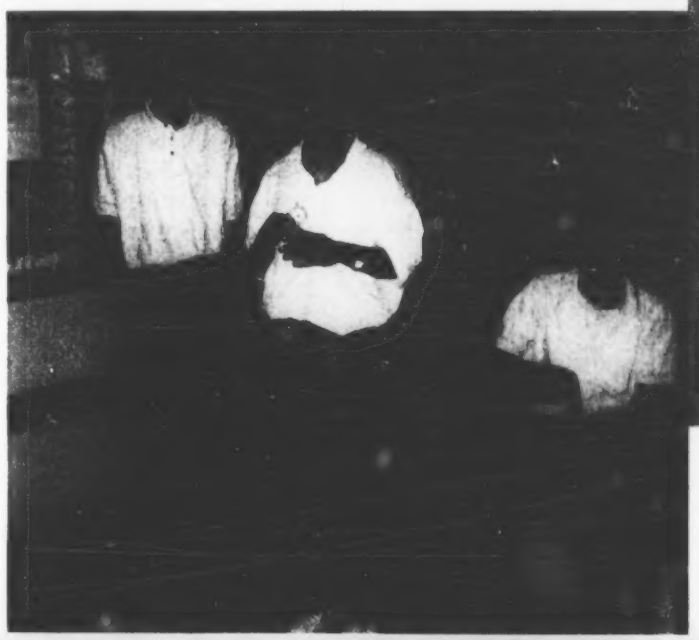
Demographic Information:

Middle school, grades 7-8

600 students, 75% African-American, 25% Caucasian

Urban

Contact Information:
Fay Day, Principal
Roth Middle School
4535 Hoover Avenue
Dayton, OH 45417
937-268-6754
Fax: 937-268-0864



Students at Roth Middle School play a challenging and engaging game.

In the Dayton, OH, school district, of which Roth Middle School is a part, violence has been a growing concern, along with the possession of weapons and high expulsion and suspension rates. Since 1992, all middle and high schools in the district have installed metal detectors. In 1989, the Positive Adolescents Choices Training (PACT) program, a violence prevention program directed at African-American middle school youth, was initiated.

PACT is just one part of Roth's comprehensive approach to school safety that includes specific administrative approaches, a strong student support system, and several other programs. (For more information about PACT refer to chapter 3, Model Programs.) The administrative approaches include an emphasis on shared decisionmaking and a team teaching structure. A part-time social worker and the school psychologist provide high-quality support services to students and their families. PACT focuses on the development of social and anger management skills in order to provide students alternatives for solving interpersonal problems. Teachers are asked to refer students to the program, which meets twice each week for one semester. The sessions are scheduled in the special subject block so that students do not miss academic classes. About 50 students are served each semester. Follow-up with these students is built in to the overall plan.

PACT has been regularly evaluated since its inception in 1989. A 1992-93 study showed that PACT participants demonstrated a 50-percent reduction in physical aggression at school, maintained behavioral improvements beyond participation in the program, and had 50 percent fewer overall and violence-related juvenile court charges than students in a control group that did not receive PACT.

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For specific information about the studies used for this report, please see *Indicators of School Crime and Safety, 1998*, by P. Kaufman, X. Chen, S. P. Choy, K.A. Chandler, C.D. Chapman, M.R. Rand, and C. Ringel. U.S. Departments of Education and Justice. NCES 98-251/NCJ-172215. Washington, DC: 1998.

Indicators of School Crime and Safety, 1998 can be downloaded from the World Wide Web at http://nces.ed.gov or http://www.ojp.usdoj.gov/bjs/. Single hard copies can be ordered through ED Pubs at 1-800-4ED-PUBS (NCES 98-251) (TTY/TDD 1-877-576-7734), and the Bureau of Justice Statistics Clearinghouse at 1-800-732-3277 (NCJ-172215).

National Crime Victimization Survey *(NCVS)*, Bureau of Justice Statistics. Administered for the Bureau of Justice Statistics by the Bureau of the Census, this is the nation's primary source of information on crime victimization and victims of crime. The study was initiated in 1972 and redesigned in 1992, and collects detailed information on the nature and frequency of the crimes of rape, sexual assault, robbery, aggravated and simple assault, theft, household burglary, and motor vehicle theft experienced by Americans and their households each year. The survey measures crimes reported as well as those not reported to police.

School Crime Supplement to the National Crime Victimization Survey (SCS), National Center for Education Statistics and Bureau of Justice Statistics. This survey was conducted in 1989 and 1995 to gather additional information about school-related victimizations on a national level. The survey asks students a number of key questions about crime and violence inside school, on school grounds or on the way to and from school. For more information about the SCS, see K. A. Chandler, C. D. Chapman, M. R. Rand, and B. M. Taylor, 1998. *Students' Reports of School Crime: 1989 and 1995*. U.S. Departments of Education and Justice. NCES 98-241/NCJ-169607.

The National Household Education Survey (NHES), National Center for Education Statistics. This study collects descriptive data from a representative sample of households in the country on the condition of education in the United States. The study was conducted in 1991, 1993, 1995 and 1996. In 1993, the study focused on school safety and discipline. For more information about this component of the study, see J. M. Brick, M. Collins, M. J. Nolin, P. Ha, M. Levinsohn, and K. Chandler, 1994. *National Household Education Survey of 1993, School Safety and Discipline Data File User's Manual (NCES 94-193)*.

Schools and Staffing Survey (SASS), National Center for Education Statistics. This school-focused study, conducted in 1987-88, 1990-91 and 1993-94, surveys schools, principals of selected schools, a subsample of teachers within each school and public school districts. The report focuses on the Public School Teacher Questionnaire from the 1993-94 SASS. For more information on SASS, see R. Arbramson, C. Cole, S. Fondelier, B. Jackson, R. Parmer and S. Kaufman, 1996. *1993-94 Schools and Staffing Survey: Sample Design and Estimation* (NCES 96-089).

National School-Based Youth Risk Behavior Surveillance System (YRBSS), Centers for Disease Control and Prevention. This study is one component of the larger Youth Risk Behavior Surveillance System, an epidemiological surveillance system developed by the Centers for Disease Control and Prevention (CDC) to monitor youth behaviors that most influence health. The YRBSS focuses on behaviors that result in significant mortality, morbidity, disability and social problems during both youth and adulthood. The report uses 1993, 1995 and 1997 YRBSS data. For more information contact the Division of Adolescent and School Health at (770) 488-3259.

Fast Response Survey System: Principal/School Disciplinarian Survey (FRSS), National Center for Education Statistics. This study was conducted during the spring and summer of 1997. The FRSS is a survey system designed to collect small amounts of issue-oriented data within a short time frame, and with minimal burden on respondents. The FRSS Principal/School Disciplinarian Survey focused on incidents of crime/offenses and specific discipline issues in schools. For more information on the FRSS, see S. Heaviside, C. Rowand, C. Williams and E. Farris, February 1998. *National Center for Education Statistics. Violence and Discipline Problems in U.S. Public Schools: 1996-97*. U.S. Department of Education. NCES 98-030.

Monitoring the Future (MTF): A Continuing Study of American Youth, University of Michigan's Institute for Social Research. This is an ongoing survey conducted to study changes in important values, behaviors and lifestyle orientations of American youth. Since 1975, the study has surveyed a large, representative sample of U.S. high school seniors. Survey topics include attitudes toward education, social problems, occupational aims, marital and family plans, and deviant behavior and victimization.

Data Source for School-Associated Violent Deaths. The information regarding school-associated violent deaths was drawn from a study published in the Journal of the American Medical Association. This was the first nationwide investigation of violent deaths associated with schools conducted in the United States. For more information about this study, see S. P. Kachur, et. al., "School-Associated Violent Deaths in the United States, 1992 to 1994," *Journal of the American Medical Association 275* (22) (1996): 1729-1733.

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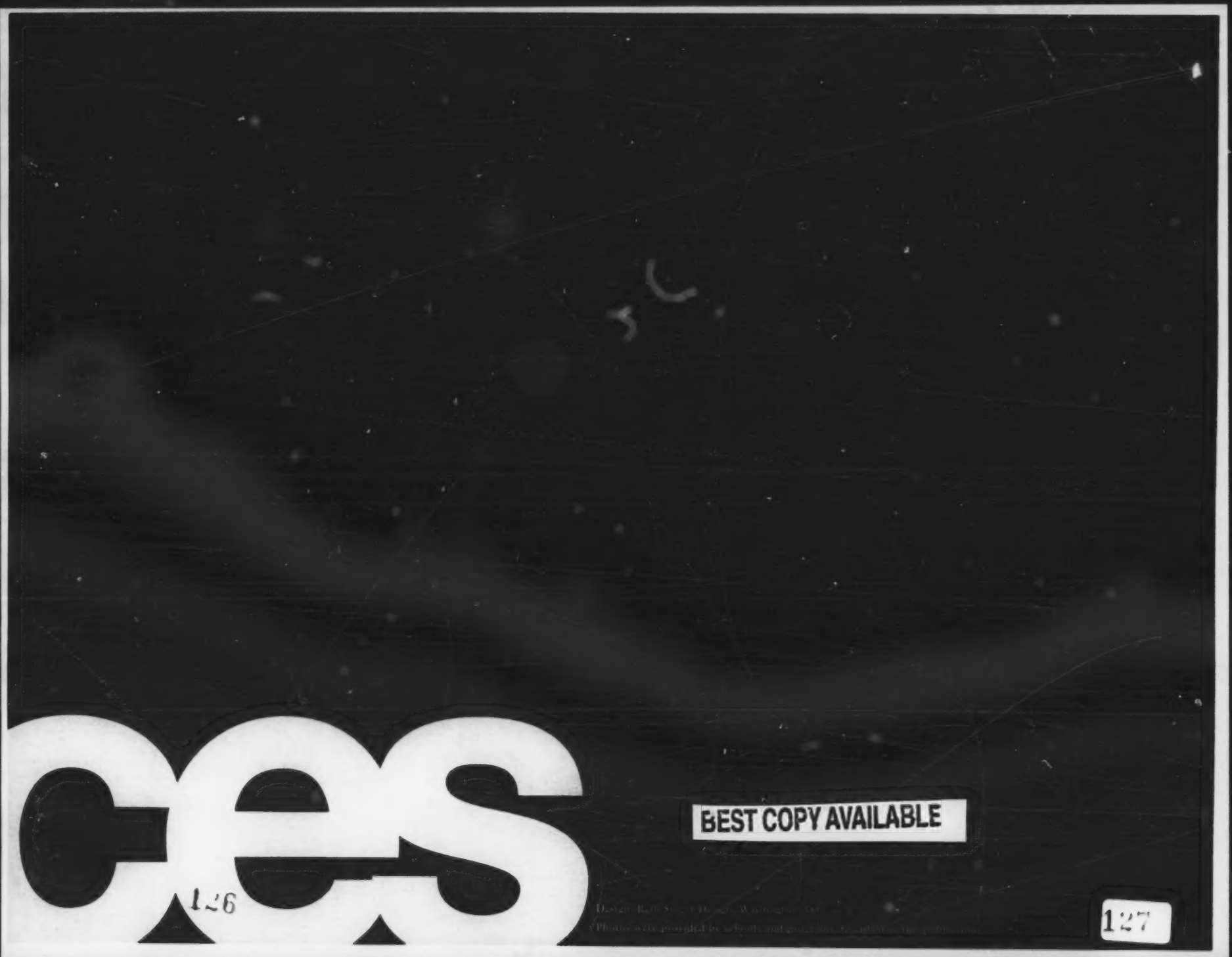

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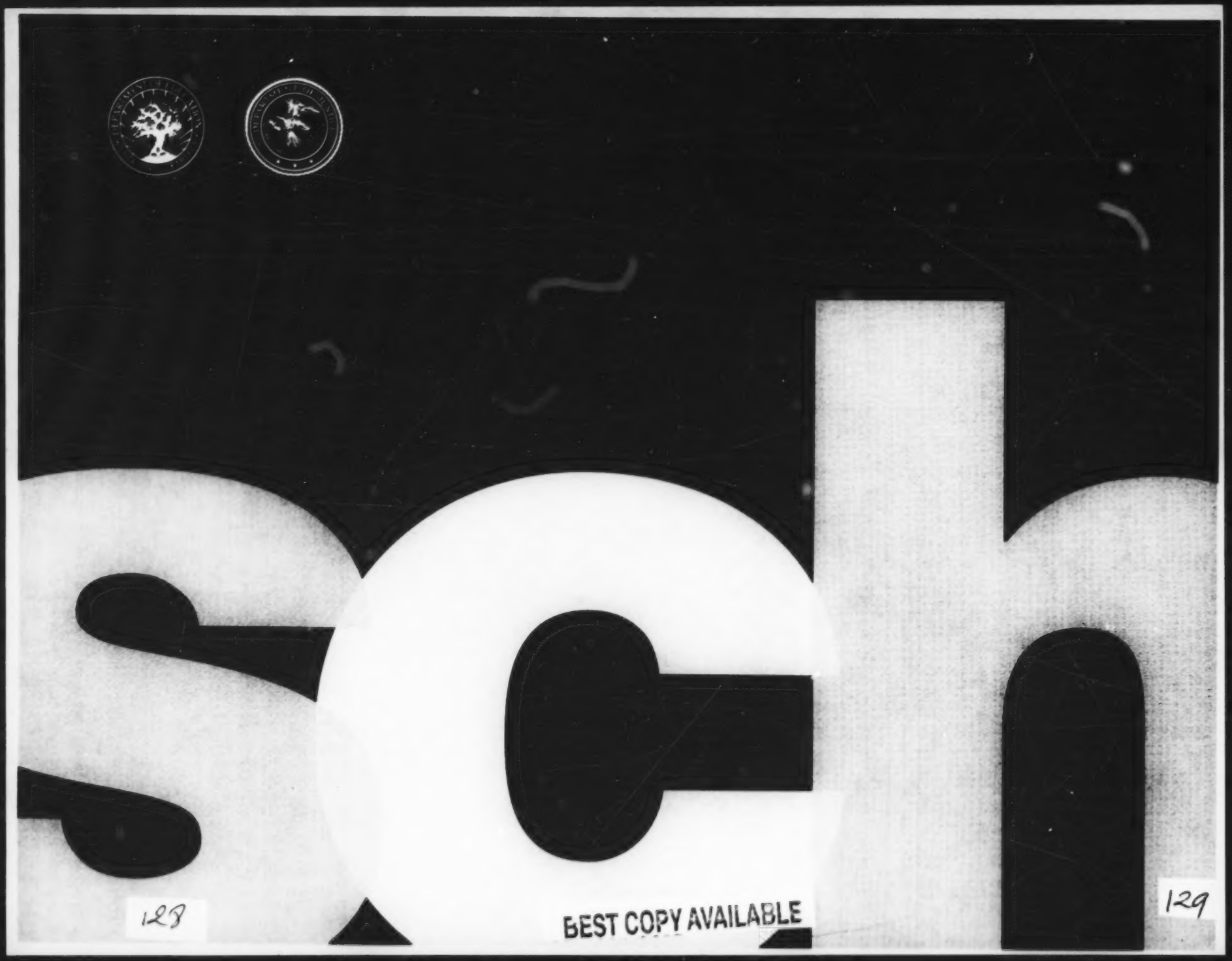

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